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ABSTRACT

Crimes against property (vandalism, theft, and burglary) committed by teenagers are increasing at an alarming rate in rural America. The content of this manual aims to reverse this pernicious trend by providing rural Ohio secondary students with preventative education which supplements existing civics and government courses. Hopefully, presenting relevant material will command the attention and interest of the teenagers and will motivate individuals towards formulating good attitudes toward crime and its prevention and respect for one another and the law. Topics addressed by the nine session plans are: understanding society's need for laws; the origin and development of law enforcement; who commits rural crime; attitudes and conceptions of crime; the victims of rural crime; the consequences of committing a crime; and individual, family, and community plans for action. Topics are selected to give students knowledge of pertinent information. Parts of the sessions are devoted to discussion of causes; some to suggesting solutions. The manual provides teachers with maximum flexibility, including more material than can be covered in one hour, and encourages instructors to supply individual flavor through addition of personal knowledge and experiences. Illustrations, lesson plans suitable for distribution to students, games, role plays, discussion topics, suggested homework and activity projects, visual aids, and additional reference sources are presented in most session outlines. (NEC)

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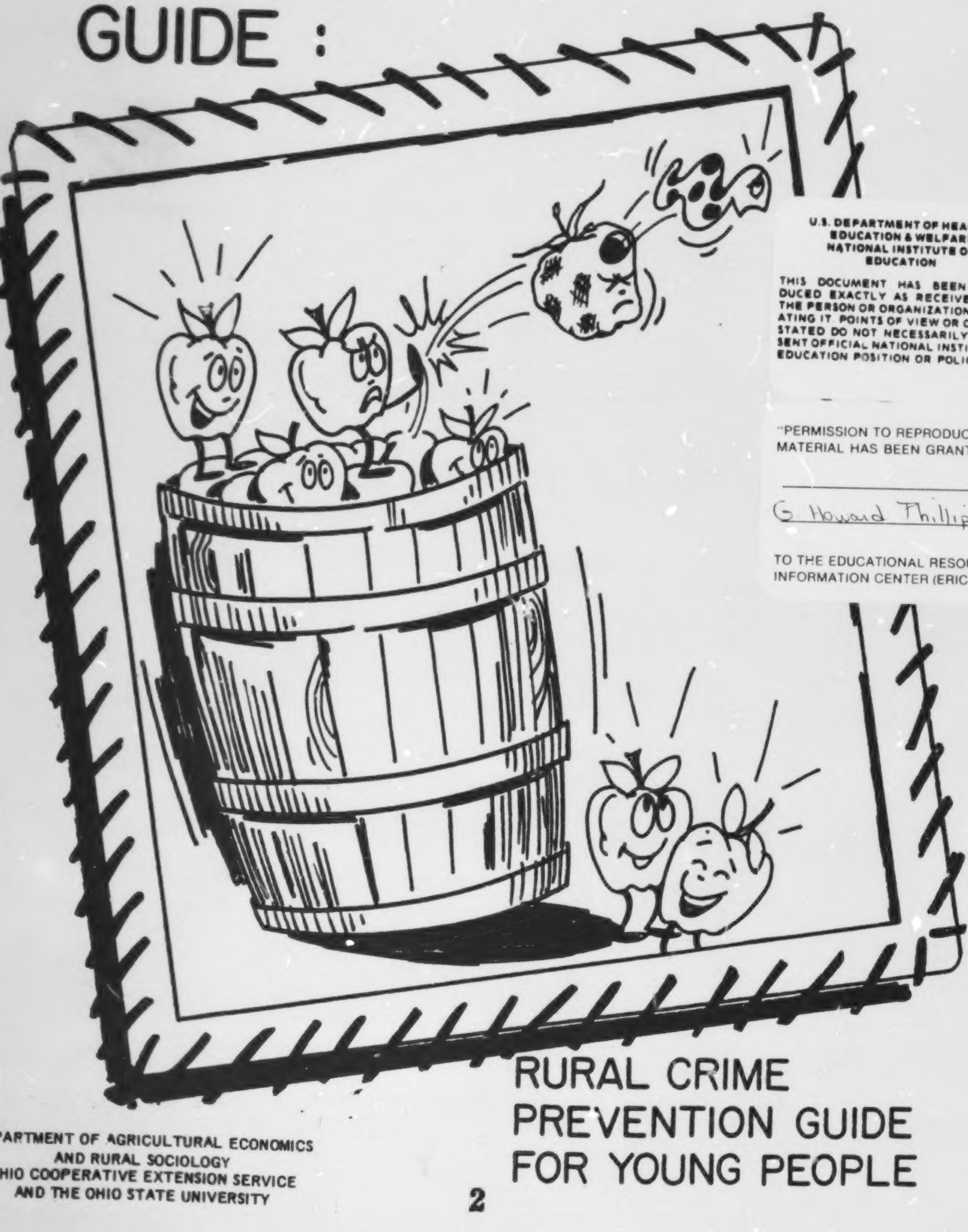

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RURAL CRIME PREVENTION GUIDE FOR YOUNG PEOPLE

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND RURAL SOCIOLOGY
OHIO COOPERATIVE EXTENSION SERVICE
AND THE OHIO STATE UNIVERSITY

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PREFACE

Problem

Contrary to traditional thinking rural America is no longer a sanctuary of security. Within a 10-year span, ending in 1976, crimes occurring to rural Americans increased nearly 200 percent (a 40 percent increment over that experienced by U.S. cities).

The threefold increase was not due to a rapid escalation in the frequency of violent crimes, such as homicide. Rather, the dramatic increase reflected a growing propensity to commit crimes against property - crimes of vandalism, theft and burglary.

Central to our concern, as educators, is the heavy involvement of young people. In 1970, according to census data, rural teenagers represented less than 10 percent of the U.S. rural population. However, according to the FBI's 1976 Uniform Crime Reports, this same teenage age-group accounted for 44 percent of all those arrested in rural areas for theft, destruction, etc., of property.

Our initial inclination to stereotype all these youngsters as perennial troublemakers requires caution. A 1976 survey of rural Ohio high school sophomores, for example, reported that more than half the students admitted they had been involved in one or more acts of vandalism (Phillips et al., 1976). Those acts of vandalism according to the report: 1) were unplanned and spontaneous, 2) occured over 90 percent of the time while teenagers were in groups, and 3) resulted largely, following peer challenges; a result of contest, fun, revenge, etc.

The vast majority of youth involved, then, were not hard-core delinquents. They were teenagers, whose growing lack of respect for their neighbors' rights to own property unmolested, blurred their perceiving the fine line separating "crimes" and "pranks."

Purpose

The roots of the problem are known to be multi-faceted. All levels of concerned organizations are keenly aware that solutions require, accordingly broad-based approaches. Developing this educational unit was but one way aimed at reversing the pernicious trend. Our hope is to provide "prevention" education, at an age before students become involved in crime, rather than later shouldering the burden of developing "curative" measures.

Program

The content of the manual addresses the rural crime problem directly. The intent was not to replace, but to supplement existing civics and government courses. Therefore, details as to the formalities of the legal and judicial system are excluded.

The topics for each session were selected in order to give students knowledge of pertinent information, such as types and numbers of crimes being committed and characteristics of rural offenders. Parts of the sessions are devoted to discussions of causes; some to suggesting solutions. Hopefully, presenting the material which seems especially relevant will command the attention and interest of the teenagers, and the individual teenager will be motivated towards formulating good attitudes toward crime and its prevention, and respect for one another and the law.

The manual was written to provide the teacher with maximum flexibility. Each session includes more material than can possibly be covered in one hour. Our intention was to give the teacher sufficient freedom to permit instructional preferences. Select those demonstrations and teaching aids which seem appropriate and exclude those which appear irrelevant. Supply individual flavor through addition of personal knowledge and experiences. No concreteness is intended in the format of this manual, albeit since one of the goals in the teaching of this program is to alter a recently observed behavioral trend, it is imperative that students be allowed to participate actively.

Illustrations are provided at the beginning of each session. They were designed to exemplify the respective sessions' themes. The teacher may wish to make overhead slides for class presentations.

Also, lesson plans are included at the conclusion of each session and may be recopied and distributed for student use. The plans, prepared by Mr. John Stofer, while teaching one pilot course, generally follow the materials incorporated in the sessions. At times, the lesson plans do not coincide precisely with the materials in the sessions. These seeming incongruities have been left unchanged, in an effort to demonstrate the personal preferences and contributions made by one teacher. That flexibility should be entertained by each person who chooses to teach the course.

To acknowledge present professional workloads, the scheduling of classroom time remains open for accomodation to individual teacher's curriculum schedules. The teacher may wish to present a session once a week over the duration of a semester, or if time is available, to present the sessions once each school day until completion. Whichever, considerations should be given to individual philosophies governing the effectiveness of teaching under either one of the above-mention timetables.

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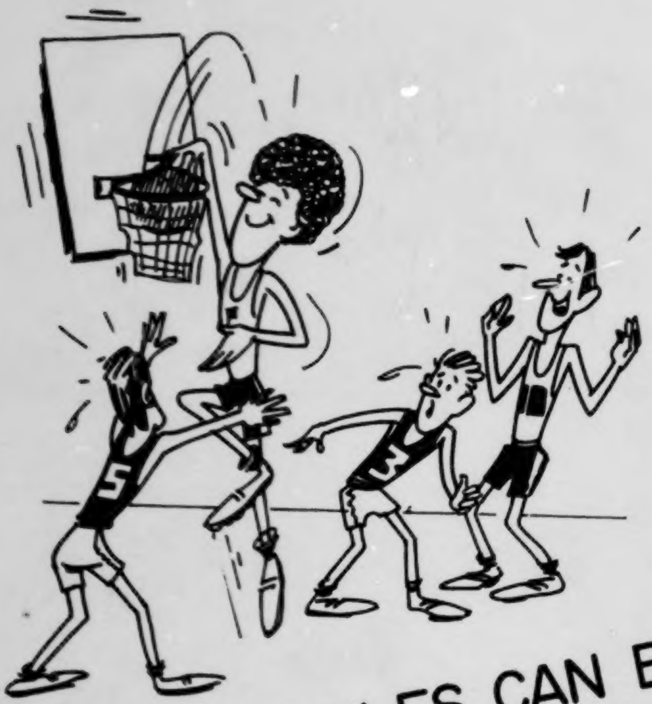
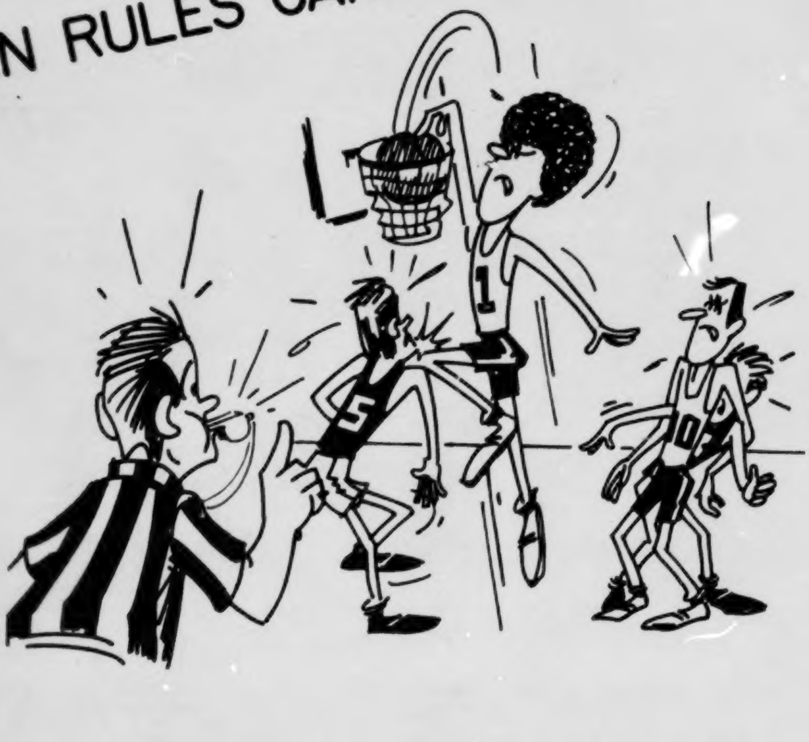


BROKEN RULES CAN BE COSTLY



SESSION 1

Understanding Our Need, As A Society, For Laws

Any group of people which has no rules to govern personal behavior and interactions will subsist in a world of lawlessness. Laws are so basic and ingrained in our learned behavior that we sometimes take their essentialness for granted. Therefore, before introducing the subject of laws, the teacher might devote the first portion of this initial session to presenting or creating examples of situations, where no prior rules or guidelines are set down to tell the students how to conduct themselves. The intention is to demonstrate how quickly chaos and disharmony can enter into our social relations. The remainder of the session might then be spent discussing laws, their definitions and types.

In an effort to spark student interest and effectively get the first session off to a pleasurable start, the teacher may wish to ask a local judge or attorney to visit the school and conduct the discussion on laws. (See below under Section V, C). In addition, so that the students may be able to provide active input into the session, the teacher may wish to glance at the section marked Homework Preparation For This Session a few days before the classroom instruction begins (See VIII; also V, B).

I. Teacher's objectives:

A. To highlight the need any society has for organization and order with the help of the contrasting concepts of law and lawlessness.

B. To elaborate on the concept of law with a discussion of types, definitions, citizenship responsibilities, etc.

II. Introducing the session: A World Without Laws

Listed below are a number of activities/games which might be used to introduce the discussion of laws.

According to the time available, the teachers may wish to choose one or two of the suggested activities listed or use one of their own. The important point is to communicate effectively our session objectives while at the same time allowing for active student participation. Remember, in order to leave sufficient time for a discussion on laws, the following activities need only consume the very first portion of this session.

A. "Block-squares" game: The following game is probably new to all of the students and therefore might serve best to convey the notion of group chaos and disharmony. The complete instructions are included at the conclusion of this lesson plan. The teacher might be able to supervise the groups more easily by timing each group while allowing groups to perform one after another. Their performance and times can then be compared after all groups finish.

Form two groups: Give the first group a means to create order out of chaos by assigning a chairperson to the group. The chairperson will act as the leader and coordinator in facilitating his group's tasks. The second group will have no such coordinator, and the members will be required to rely on each other to play the game effectively. Hopefully, the former group, because of its asset, will go on to finish the game first. The teacher must be prepared, though, in the case the latter team wins.

B. Games: Allow the students to play any number of familiar or convenient games, but make one change; erase all the rules. Hopefully, without rules to guide their play, the students will quickly become frustrated and flustered. One caution to the teacher: These games may be familiar to the students and, therefore, may be difficult to play without inadvertently following the rules. Therefore, a game which is unfamiliar to the students may attain the desired effect more easily.
Examples: hop scotch, jumping jacks, trash-can basketball

C. Pictures: Show photographs of scenes where conformity and chaos are contrasted. Ask the students to discuss the differences they see and to suggest the consequences of each.

Examples: a riot scene vs. a scene of a high school graduation ceremony; a traffic intersection depicting an automobile accident vs. a football team completing a pass

D. Role playing: Create situations where no laws or rules exist, or means of enforcing, legally or without use of force, what you consider to be right and fair. How does one go about judging his own or others' actions?

Example: You are entering the school cafeteria for lunch when you are informed by the cook that because of fuel shortages and the high cost of food, only a limited number of lunches will be available. No fair rules are established as to the equal distribution of the lunches. Who will get lunch, and who will go without?

E. Word discussions: Place on the blackboard a few words that might describe a situation of lawlessness or ones which describe the emotions individuals feel when they become involved in chaotic situations. Allow the students to discuss openly the consequences of the words listed.

Examples: Chaos — No one has any guidelines as to how a person should act.

Frustration — Persons feel frustrated because they don't know what to expect; they feel lost and alone.

Anger — A person feels anger because people are performing in ways that are unaccustomed to him.

Fear — Fear results as force becomes the weapon of the strongest.

F. Teacher's choice: ______________________________.

III. Outline of a suggested format for the discussion on laws

A. Define law and, and give some of its characteristics.

B. Explain why we have laws and for whom they are written.

C. Identify who is responsible for writing the laws, and who for seeing they are obeyed.

D. Name the two major categories of laws.

E. Discuss what happens when the laws are broken or disregarded. Explain why we can't all do anything we want.

IV. Elaboration on the statement in the outline

A. What is a definition of law and what are some of its characteristics?

Obtain a definition of law. Divide the definition into sections which will allow the student to consider each concept separately. After discussing the concepts individually, combine into a list those characteristics essential for a complete definition of law. (See VI, A; also Lesson plan for Session 1. Part II)

Examples of characteristics: rules of conduct or customs; behavior which is acceptable, desired or demanded; written vs. unwritten laws

Reference text: Teenagers and The Law, by John Paul Hanne, published by Ginn and Company.

B. Why do we have laws and for whom are they written?

Continue the discussion, highlighting some of the following material, if appropriate. (reference: Braun)

Laws are the guiding tools that become necessary in building relations with one another. Filling a very practical need, they tell us "how to play the game," that is, how to behave in our daily dealings with others. If you lived alone, you probably could choose to do anything you pleased, but, because we live together, it becomes necessary to limit our activities to actions that don't trespass on other people's rights. Although freedom is the most basic of our founding principles, we cannot be so free that we impinge on the freedom of others. "Your right to move your fist ends at the point where the other fellow's nose begins" (Holmes). And the purpose of having laws goes still further.

"Law represents an attempt to strike a balance between your freedom and the rights of others" (Hanna, 1967). Laws are established not only to outline how we should act towards others, but in addition, they let us know how we should expect others to behave toward us; that is, laws protect us. Can you imagine feeling comfortable while walking along a street if you knew that anyone at anytime could drive over you? Many other examples can be presented which would tie in with the lawlessness discussions.

Examples: traffic laws, sports rules, school conduct

C. 1. Who is responsible for writing the laws. . .?

Briefly discuss the government agencies responsible for writing and amending laws. An important point to emphasize: as individual citizens we must obey the established laws, even though we sometimes may not agree with their validity. Correct methods exist for changing and updating laws, and, if we are to maintain social order and unity, individual disobedience cannot become one of those methods.

2. . . . and who for seeing that they are obeyed?

Our immediate response would be to sight the law enforcement agencies. Police function to keep peace and protect us by arresting violators. But the responsibility for peace-keeping rests with many more than just the policemen. It is our civic duty, as citizens, to obey the laws of the land and to help others do the same. The solution to law and order does not lie with enlarging enforcing agencies, but in the ability and willingness of each one to observe the law.

D. What are the two major categories of laws?

Discuss the distinction between civil law and criminal law. In this way, the student may receive more insight into

Session 2, which will attempt to focus on law enforcement. The discussion need only be brief, perhaps letting some students present as homework, the definitions they have found.

The teacher might also point out that all laws are not necessarily written laws. We have, for example, informal guidelines which tell us what we should do or should not do. Our method of learning involves watching and listening to others during the course of our day-to-day activities. Folkways, as explained in Vander Zanden's Sociology: A Systematic Approach, refer to "norms that are looked upon by the members of a society (or a group within the society) as not being extremely important and that may be violated without severe punishment." He goes on to explain mores as "norms that are looked upon by the members of a society (or a group within the society) as being extremely important and the violation of which results in severe punishment."

Some examples of folkways which he presents follow: "Women should not wear hair rollers to work or school. One should bathe frequently and keep one's teeth clean. People should keep their lawns cut." If we are seen not performing as we should, we are ridiculed or talked about behind our backs. No formal punishment is needed or used.

Some examples of mores presented in Vander Zanden's book include: "One must be loyal to America; one must not commit treason. One must have only one spouse, one must not practice bigamy. One must respect human life; one must not murder." If we break social mores, punishment may be harsh and result in imprisonment or death.

E. What happens when the laws are broken or disregarded? Why can't we all do anything we want?

In answering this question, refer, once again, to the beginnings of this session. There is no difference between a land with no laws and one in which the written laws are not obeyed. So, in order to discourage violation, penalties have been established. Thereby, if one person commits a crime, others are not encouraged to imitate his action.

Mention also that all penalties are not exactly alike. Different crimes carry weights of different penalties. The harshness of the punishment that is charged to a violator is in relation to the severity of the crime, and to the individual's personal background and makeup. Mention also that the purpose of penalizing an individual is not an effort to eliminate him or her from society or to deny him another opportunity. Rehabilitation programs, for example, attempt to redirect the offender into accepting the responsibility of civil obedience.

V. Teaching aids:

A. Teenagers and The Law, by John Paul Hanne, published by Ginn and Company. (See Section IV A)

B. Student presentations of definitions found as homework. (See Section VII)

C. Visit by local judge or attorney. (See Session 1's Introduction)

VI. Definitions: (See Appendix A for a more lengthy presentation of definitions.)

A. Law = The binding custom or practice of a community; rules or modes of conduct made obligatory by some sanction which is improved and enforced for their violation by a controlling authority.

B. Civil law = The body of law having to do with private rights, private property, and business contracts; regulates agreements between people.

C. Criminal law = The body of laws which attempts to prevent violence against individuals.

VII. Homework preparation for this session: The teacher may want to assign the following homework before students undertake this session.

A. Definitions of law, crime, rules, customs, community, society, civil law, criminal law, folkways, mores, etc. (See Appendix A.)

B. The teacher may wish to have students think of jingles which convey some idea relating to the field of law or law enforcement. Students might even go so far as to draw posters displaying appropriate sketches alongside the jingles. For example: "Laws neglected are laws not respected."

C. Teacher's choice: ______________________________

VIII. Homework preparation for next session:

The session to follow deals with the problem of origin and development of social control. The material is unavoidably factual in nature, and to some extent, requires a lecture presentation. So, to continually provide a mechanism for student input, it is suggested the students be allowed to present segments of the material to each other. The various questions addressed or time frames discussed could be assigned to different students, say one week prior to meeting, allowing the student to develop a short report covering the areas to be discussed.

Possible format:

A. Mimeograph a question and the answer, which have been provided in the session materials, onto a separate sheet of paper to be handed to the student as a guideline.

B. Ask the student to prepare a poster depicting the subject matter, including on the poster the question he or she is addressing. Where sufficient students are available;

1. Have one student draw the poster and a second student prepare a short report.

2. Where the material is appropriate, have a third student conceive of an example, transporting today's world or characters into the historal past.
   For example: In ancient Rome, around 30 B.C., the method of arrest was to arrive at the suspect's home and sound a trumpet. Imagine Baretta, with his cockatoo on his shoulder and his dented, unpolished, hand-me-down horn in hand, coming to the home of a suspected criminal.

C. Students should feel free to consult reference books, encyclopedias, and the like to supplement their report. If additional topics attract their attention, allow their incorporation into the chronology.
   For example: stockades, witchcraft, etc.

IX. Instructions for the "Block-Squares" game:

A. Instructions to the teacher. Form groups consisting of three to five players. The number of players in a group can be assigned by the teacher, depending on the number of students available in the class, but the teacher must have in mind the number to be assigned to each team before the materials may be cut out and assembled.

1. The materials consist of business envelopes and colored cardboard. The cardboard need not be of different colors, if these are are unavailable, but if different colors are available, the only requirement is that everyone in a group be given the same color (i.e., Team 1 = red, Team 2 = blue, etc.).

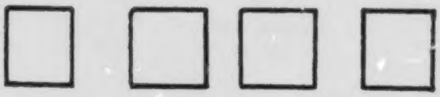
2. Cut out 4" x 4" squares from the cardboard, with the number of squares corresponding to the number of team members assigned to a group (Step 1 of Figure 1).

3. Now take a square and arbitrarily cut it into three pieces of unequal sizes, to form a small jigsaw puzzle. Repeat this for each other square, slicing each one into different patterns consisting of three pieces per square (Step 2 of Figure 1).

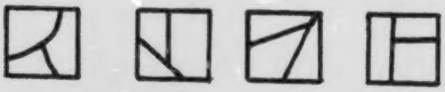
4. All the pieces from one group's squares are now mixed (Step 3 of Figure 1).

5. Pick from the mixed pile any three pieces and place them into one envelope. Repeat this procedure until all the pieces from one group's mixed pile are in envelopes (three pieces per envelope) (Step 4 of Figure 1).

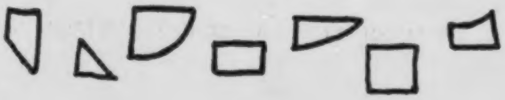
6. The whole procedure is again repeated for as many groups as the teacher has decided to form (Step 5 of Figure 1).



Step 1: Four 4" x 4" cardboard squares.



Step 2: Cut 3 arbitrary shapes out of each square.



Step 3: Mix the pieces from all 4 squares together.

Step 4: Pick out any 3 pieces from the pile
and place in an envelope.

Step 5: Repeat Step 4 until all the pieces are
in envelopes (3 pieces per envelope).

Figure 1. Assembling instructions for equipment needed by one team to play the "Block-Squares" game. Materials depicted in the figure apply to a team composed of four members.

On the day of the session, the teacher is to assign groups of his/her desired size. Half of the groups will have a chairperson assigned, and half of the groups will not. The chairperson is to be considered an extra. Therefore, if, for example, each team consists of three members, then half of the teams will require a fourth student to assume the role of chairperson. In addition, the teacher may wish to assign a judge to each group to see that rules are carried out correctly. So, if a non-participating judge is to be used, enough students must be left over to complete that task.

The teacher may then distribute the envelopes and read the instructions aloud. If desired, a time limit may be imposed on the play or the teacher may want each group to perform separately, timing the group's play from start to finish. Following the completion of the game, the students may discuss the course of events and the feelings they had during the game. Did the chairperson take charge of the group and help foster coordination of the members? Which groups appeared to operate more chaotically - the ones with or without chairpersons?

B. Instructions to the players. The teacher instructs the students as follows: In this packet are as many envelopes as there are members in the groups (except for the chairperson of the group). Each envelope contains pieces of cardboard for forming squares. When the teacher gives the signal to begin, the task of each group is to form squares of equal sizes for each member. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

The rules for the team WITHOUT a chairperson:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may only give cards to other members and may even go so far as to give away all of their pieces!

The rules for the team WITH a chairperson:

1. No member may speak to any other member except to speak to the chairperson. When a member wishes to ask the chairperson for assistance, he must raise his hand and whisper in the ear of the chairperson after he has been acknowledged. The chairperson may then take a card from an other member of the group, thereby acting as leader of the group.
2. All other rules are the same for both groups. Members need not use the chairperson to give pieces to other members.

X. References: The following references provided the substantive materials for this session.

A. Braun, R. L., Citizenship, Crime and The Law. Criminal Division, U.S. Department of Justice, pp. 1-7.

B. Schubert, E. P., 1966-67. Citizenship and The Law. Baltimore: Maryland State Department of Education, pp. 32-34.

C. Vander Zanden, J. W., 1975. Sociology: A Systematic Approach. New York: The Ronald Press Co., pp. 48-51.

XI. Example of a Lesson Outline for Session 1:

A SOCIETY NEEDS LAWS

Prepared by Mr. John Stofer

I. A Society Without Laws

A. Comparison of two societies

1. Using the textbook, The Impact of Our Past, compare the picture in the upper half of page 8 with the picture of the city on page 11.

a. Do you observe any basic differences in the two pictures? p.8 - PEOPLE WATCHING PARADES: p. 11 - SCENE OF RIOT IN CITY.

b. Using "8" or "11", which of the pictures represents anger? 11; chaos? 11; fear? 11; frustration? 11; happiness? 8; safety? 8.

2. Based on the above analysis, which of the two pictures represents a society without laws; or in which has respect for the law broken down? (8 or 11?) 11.

B. Activities that demonstrate a society without laws

1. Role playing - not enough lunches for everyone: Who get? Needy?

2. "Block squares" game

II. A Society With Laws

A. Purpose of laws

1. Definition of law: A RULE or way of conduct ESTABLISHED AND ENFORCED by the AUTHORITY, legislation, or CUSTOM of a given community.

2. Situation requiring laws

a. Using the textbook, The Impact of Our Past, compare the picture on page 264 (isolated log cabin) with the picture on pages 730 and 731 (Los Angeles).

b. In which environment are laws necessary? LOS ANGELES Why? PEOPLE LIVING IN CLOSE PROXIMITY CAN TRY TO TAKE AWAY ONE ANOTHER'S RIGHTS.

3. Laws have a dual purpose

a. Laws establish how we should act toward others.

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b. Laws also establish HOW OTHERS ACT TOWARD US. Therefore, laws are designed to give PROTECTION to all people.

B. Making laws

1. Laws that apply to the entire United States are made by CONGRESS.
2. Laws for the State of Ohio are made by GENERAL ASSEMBLY.
3. Laws for a village are made by COUNCIL.

C. Responsibility of citizens

1. Citizens must OBEY the law.
2. Legal steps that can be taken to change laws:
    - a. YOU CAN WRITE LETTERS TO GOVERNMENT OFFICIALS
    - b. YOU CAN CAMPAIGN TO HAVE LAW REPEALED
    - c. YOU CAN CAMPAIGN TO AMEND OHIO'S CONSTITUTION
    - d. LOCALLY YOU CAN SPEAK TO THE VILLAGE COUNCIL
    - e. CITIZENS CAN USE THE INITIATIVE AND REFERENDUM
    - f. VOTE FOR CANDIDATE WITH WHOM YOU AGREE
    - g. JOIN ORGANIZATION THAT LOBBIES

D. Seeing that laws are obeyed

1. United States: executive - PRESIDENT
   peace keeping - F.B.I., SECRET SERVICE
2. State of Ohio: executive - GOVERNOR
   peace keeping - STATE HIGHWAY PATROL
3. County: executive - COMMISSIONERS
   peace keeping - SHERIFF
4. Village: executive - MAYOR
   peace keeping - MARSHALL OR POLICE CHIEF

E. Kinds of laws

1. Civil law: body of law having to do with individual or PRIVATE RIGHTS and including disputes over such matters as business contracts and private property rights.

2. Criminal law: an offense against the PUBLIC. A crime is an act done in violation of those duties which an individual owes to the community.

   a. Which kind of case is likely to involve a lawsuit? CIVIL, eg. SMITH vs. JONES

   b. Which kind of case is likely to involve a prison sentence? CRIMINAL, eg. OHIO vs. JONES

3. Unwritten laws

   a. Folkways: standards that are looked on by society as being very important and that may be violated without severe punishment.

      (1) Examples:

         (a) A person should keep his or her teeth clean.
         (b) People should keep their lawns cut.

      (2) There is no formal punishment.

   b. Mores: standards that are looked on by society as being very important and the violation of which brings severe punishment.

      (1) Examples:

         (a) One must be loyal to America; one must not commit TREASON.
         (b) One must have only one spouse; one must not practice BIGAMY.
         (c) One must respect human life; one must not commit murder.

      (2) Punishment could be PRISON or DEATH.

   c. What is the basic difference between folkways and mores? MORES, NOT FOLKWAYS INVOLVE SEVERE PUNISHMENT

III. Penalties for Disobeying the Law

   A. Is there any difference between a society with no laws and a society in which laws are not obeyed? NO
   Why? THE RESULT IS THE SAME. NO PERSON'S RIGHTS OR PROPERTY ARE SAFE.

   B. Reasons for punishing people who commit crimes:

      1. INFLUENCE OFFENDER SO THAT HE DOESN'T CONTINUE TO COMMIT CRIME

2. SET AN EXAMPLE FOR OTHERS

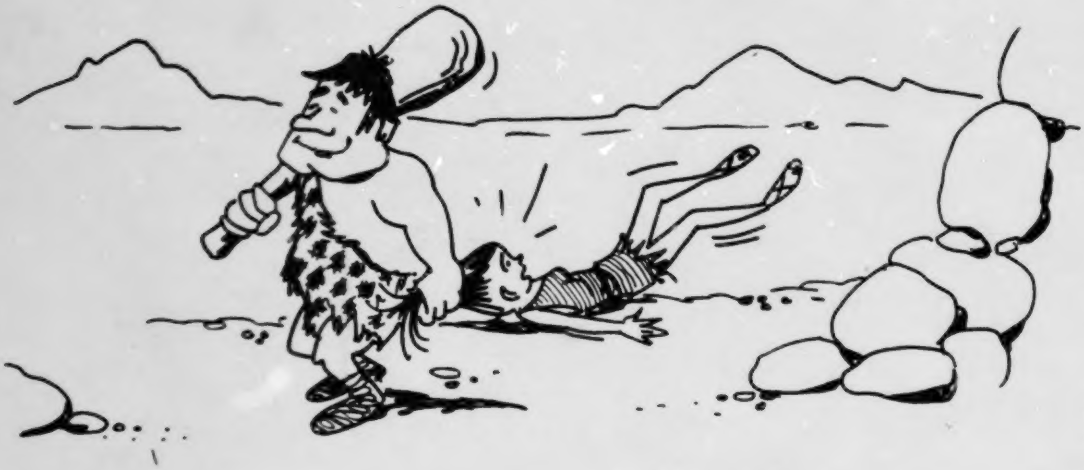
3. Rehabilitation programs attempt to give the offender another CHANCE and to get him or her to accept RESPONSIBILITY for his or her actions.

C. Degrees of punishment:

1. Amendment VIII of the United States Constitution — "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted."

   What does the Eighth Amendment mean? THE PUNISHMENT MUST "FIT" THE CRIME. THE MORE SERIOUS THE CRIME—THE MORE SEVERE THE PUNISHMENT. GOVERNMENT CAN'T "GO OVERBOARD" IN PUNISHING PEOPLE.

LAW ENFORCEMENT



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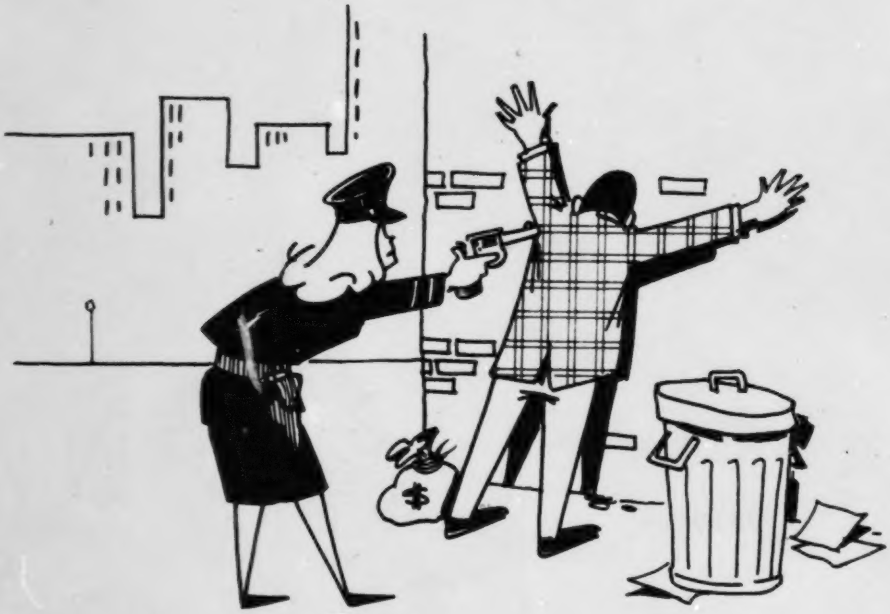


...and today

SESSION 2

The Beginning of Law Enforcement and Its Development

The following material is designed to give the student only a superficial overview of the history of law enforcement development. The intent is not, of course, to present in a single hour all of the history and development of law-keeping practices. That would be an impossible task. Therefore, the examples given, were selected in an effort to show a few of the more primitive or strange techniques and developments and also, to provide a cursory glance into our own country's past. The goal, then, is ultimately one of comparison; the past vs. the present.

The student may more easily keep everything in perspective if a timetable is developed. The table might take the form of a pie, cut proportionately into slices representing time increments, or of a dollar bill, proportioning the historical events into relative amounts of cents. Or, another alternative might be to think of each century as one inch or centimeter in length.

Table 1. A few historical examples of some primitive and bizarre law enforcement techniques.

A.	Some of the first written laws of conduct, The Laws of Hammurabi, were laid down.	2100 B.C.
B.	Trumpets were sounded at the accused offenders front door to notify him of his arrest.	30 B.C.
C.	The innocence of a suspect was proven only after he emerged unscathed from a walk over a hot bed of coals.	700 A.D.
D.	Because of poor living conditions, the stealing of one loaf of bread became an offense punishable by hanging.	1700 A.D.
E.	Minor offenders were sometimes sentenced to serve on night watch as punishment for their crimes.	1700 A.D.
F.	In an effort to improve the efficiency of police departments, police were finally given money for their services.	1830 A.D.
G.	Police forces were organized at the state level, the first being the Texas Rangers.	1835 A.D.
H.	Police first began to wear uniforms	1860 A.D.

I. Teacher's objectives:

A. To present the student with a bit of history concerning the development of law and law enforcement, both abroad and at home.

B. To provide instruction which might enable the student to realize, at least, the attempt by our present system to establish civilized and refined laws.

II. Introducing the session:

This session deals with the problem of the origin and development of social control. The material is unavoidably factual in nature, and requires, to some extent, a lecture presentation. So, to continually provide a mechanism for student input, the students might be allowed to present segments of the material to each other. A possible format has been presented in Section VIII of Session 1.

III. Outline of a suggested format for the discussion on law enforcement:

A. An awakening need for laws.

1. When, during the course of man's history, might the necessity for laws have emerged?

2. Who in the family probably took charge and why?

3. It was not until around 2100 B.C., many thousands of years following the advent of man, that people began to write down laws, one of the first being the Laws of Hammurabi, King of Babylon. How, during all that time prior to the written word, was one expected to learn right from wrong?

4. Since the villages of yesteryear had no jails or formalized police forces, how were the crime offenders punished?

B. Use of primitive and strange law enforcement techniques.

1. Early beginnings

a. On arrival in this new homeland, how was social control established? (northern vs. southern colonies)

b. To examine social control in the northern colonies, let's imagine the situation that might have existed in a small village during the 1700's. Who were the watchmen? Were they leading citizens of the community, paid employees, or even responsible individuals?

2. Later improvements

    a. If each student was assigned to improve the local police-keeping unit's efficiency and told to create more individual responsiveness, what one important ingredient might be added to solve the problem?

    b. When were state police forces instituted?

IV. Elaboration on the questions posed in the outline:

(reference: Germann et al., 1963)

A. An awakening need for laws.

1. When, during the course of man's history, might the necessity for laws have emerged?

    Man is a social being, finding comfort in the company of his like. Where man began, so probably began society. The first social groups were small in size, consisting of from one to a few families. Their purposes for uniting together included protection and gathering of food. But, as we might surmise, with the association of two or more individuals, conflicts arose between interests. And just as soon as two individuals' intentions conflicted, the need for social order began. If continuous turmoil was to be avoided, so as to allow for daily functioning, arguments had to be effectively solved; someone had to assume charge.

2. Who in the family probably took charge and why?

    The responsibility rested with the father. Why? Initially, his brute size and strength awarded him the position as head of household. When the association of families grew to tribal or clan stature, the unwritten ways of the natural selective process dictated the dominant male as chief.

3. It was not until around 2100 B.C., many thousands of years following the advent of man, that people began to record laws, one of the first being the Laws of Hammurabi, King of Babylon. How, during all that time prior to the written word, was one expected to learn right from wrong? (Table 1)

    Over a vast number of years, customs developed. Men, through the culture of centuries, began to distinguish and perform in ways that were mutually similar within the boundaries of a society. These social conventions or inveterate practices became a part of the tradition and the burden or responsibility for handing them down lay heavily with a family's parents. An analogous situation today is with what we call folkways and mores. We do not have to study law, read a book, or become professors of jurisprudence to know how to act acceptably.

Parents have tried to teach children the courtesies and mannerisms for social interaction. We all know we must wear clothing when we are with others and more specifically, we learn what types of clothing should be worn on different occasions or for different settings.

The teacher may wish to lead the discussion in a brief review of customs, folkways, and social mores to impress upon the student that rules of conduct or moral behavior need not be formalized into written law. (See Session 1's Section IV D).

4. Since the villages of yesteryear had no jails or formalized police forces, how were the crime offenders punished?

When customs were questioned or broken, condemnation was often crude, harsh, and retalitory. In order to identify a past offender permanently, law breakers were sometimes branded or parts of their body mutilated. For more serious offenses, punishment often caused the death of a wrongdoer. Burning, stoning, crucifying, whipping and exposing to wild beasts were examples of retribution applied.

B. Use of primitive and strange law enforcement techniques.

1. What have been some of the unusually odd police practices. . .?

a. In ancient Rome, in or about 30 B.C., the method of arresting a criminal was not the issuance of an arrest warrant, as we know today. No, their method meant going to the house of the accused and blowing a trumpet or horn at the front door. The suspect, thus informed, was expected to come outside. Imagine that same scene being practiced today. (See Session 1, Section VIII 2b).

b. In the ancient Orient, techniques were developed that were supposedly based on scientific principle. Two examples might illustrate the logic of such thinking.

1. One test was based on the principle that when people are afraid, they are unable to secrete normal amounts of saliva. Therefore, a suspect under questioning was presented a plate of rice which he was told to chew and spit out in one tightly-bound salivated ball. If he was unable to do so, his guilt was perceived as proven.

2. One other technique devised by Oriental investigators required the services of a "sacred" donkey. Suspects were told before the onset of the test that, if an individual had in actuality committed a crime, their pulling on the tail of the donkey would cause the donkey to cry out or bray. If pulled by an innocent person,

no noise would follow. The suspects were then led, one-by-one, into a dark room where, alone, they were told to pull the donkey's tail. Well, we might question their use of scientific principle up till this point, but the trap had been secretly. laid.. You see, the tail of this "sacred" donkey had been sooted. After each suspect left the dark room, his hands were checked for cleanliness, the guilty party having, of course, clean palms, having been afraid to pull the tail.

If possible, have the students act this story out in a skit.

2. . . .or extremely cruel forms of punishment?

If we move along, still further in history and consider now our more current ancestors of England, a comparative study of practiced forms of punishment would still reveal their use of more permanent and brutal techniques.

a. For example, between 700 and 900 A.D., suspects were often ordered to plunge their arms into hot water tanks or commanded to walk hot beds of coal, proving their innocence only if they were not burned badly at the outcome of their task. Trial by combat was also developed, the victim of the battle being deemed the innocent party. Paired combat evolved to such a dramatic stage that indivudals were permitted to hire men of strength and skill to fight their battles. (Table 1)

b. At around this same time in Anglo-Saxon England, other forms of punishment were instituted. When a crime offender was unable to make restitution to his victim or the victim's family, he was often placed in their service for some period of time, measured proportionately to the seriousness of his crime. But, the indenture could also be extended to life-long servitude if the crime was of a more serious nature. Imagine being condemned to serve for life someone whom you had injured. One can be sure the victim's revenge would be anything but gentle.

c. The end of the 18th century brought the birth of the industrial revolution in England and with it came social chaos. As economic conditions worsened, crime rates rose. Punishment for criminal action became so severe that the stealing of one loaf of bread constituted grounds for hanging.

d. In Hungary, even today, amputation of a thief's hands is practiced. The punishment is intended as display for public deterrence.

C. A cursory examination of some developments in the United States.

1. Early Beginnings.

a. On arrival in this new homeland, how was social control established?

Discussions of early developments in law enforcement in the U.S. must recall that most of the individuals living in the colonies were of English descent. In fact, prior to 1800, over 90% of the colonists had arrived from the motherland. Their decisions to leave the old country carried in combination suspicions for central authority and resentment of ruling abuses. Adopting new home rules in U.S. communities was viewed with caution and skepticism, but paradoxically, the colonists' decisions eventually were to adopt longstanding familiar forms of law enforcement already practiced in England.

At the outset of the United States' development, the type of local civil rule adopted in a community depended most on the spatial arrangement of folks' homes and businesses. In the northern colonies, where land was barren and unsuited for farming, the economy was centered about commerce and industry, the making and manufacturing of non-food items, of clothing and building materials. There existed the need for day-to-day contacts and interchanging of goods and service. Therefore, the people tended to settle near each other, in towns and villages. Since the spatial distribution was close-knit, the watch system, used extensively at that time in England, was the form of protection adopted, with an accompanying reinstatement of the title Constable of Watch. In the southern colonies, farming became the way of life. Since land was fertile, large farms and plantations emerged and the community interest, being more rural in nature, centered around a county seat. The office of sheriff, again a position then existing in England, was placed as attendant to civil tranquility.

The discussion might be introduced by drawing comparative layouts of a northern and southern community. The teacher then might ask for imaginative suggestions as to how to solve the colonial problem of social order.

b. To further examine social control in the northern colonies, let's imagine the situation that might have existed in a small village during the 1700's. Who were the watchmen? Were they leading citizens of the community, paid employees, or even responsible individuals?

Not hardly. Most of the watchmen were only volunteers, none receiving pay for their services. Consequently, when volunteers were scarce in number, minor offenders were sometimes sentenced to serve on the watch as punishment. These "leather heads" as they were called, might just as easily have slept or attempted to buy their way off duty, as perform their function. In other towns, to overcome the lack of watchmen, all able-bodied males over 16 years were required to serve on watch duty. How would you have felt to have worked all day at your job, and then, in the bitter cold of New England weather, be assigned to guard through the night?

2. Later improvements

   a. If each student was assigned to improve the local police-keeping unit's efficiency and told to create more individual responsiveness, what one important ingredient might be added to solve the problem?

      Money. Around 1830, we see the advent of paid police. Large cities organized forces at the outset, at first, functioning only during the daytime hours. Later, shifts extended to incorporate night duty. Law enforcement became the primary job for these individuals. But not until 1860, were entire police uniforms adopted. Prior to that time, the police uniform had been viewed as degrading, and men refused to wear them. At first, men even haggled over the wearing of badges, but they eventually agreed, under the stipulation that the badge need only be exposed from inside the clothing when making an arrest or restoring peace. So, the system, initally was something less than organized.

   b. When were state police forces instituted? As towns grew in size, and population increased, so did the incidence of crime.

      Crime became not only a local problem but a state phenomenon as well. Organized bands of criminals might strike quietly and quickly in a community at some point in the state and then strike again at another far across the state, soon thereafter. State police forces had to be organized to confront the problems, beginning in 1835, with the Texas Rangers.

V. Teaching aids:

   A. Student presentations of posters depicting the subject matter to which they have been assigned. (See Section II)

   B. Student presentations of short reports on small segments of the history of law enforcement and the development of laws. (See Section II)

C. Brief review of concepts like customs, folkways, and social mores to impress upon the student that rules of conduct or moral behavior need not be formalized into written laws. (See Section IV A3, and Session 1's Section IV D)

D. Skits in which the class or students act out some humorous story. For example, the Oriental investigators use of a "sacred donkey." (See Section IV B 1b)

E. Add topics which individual students find interesting. For example: Ohio laws 1820 - 1860 (See Part III C of the Lesson Plan), stockades, witchcraft, vigilantes, etc.

F. Layout contrasting maps of Northern and Southern communities for comparison (See Section IV C 1a)

G. Teacher's Choice: ________________________________

VI. References: The following reference provided the substantive material for this session.

Germann, A.C., F.D. Day, and R.R.J. Gallati, 1968, Introduction to Law Enforcement and Criminal Justice. Springfield, Illinois: Charles C. Thomas Publisher, pp. 45-72.

VI. Example of a Lesson Outline for Session 2:

A HISTORY OF LAW ENFORCEMENT

Prepared by Mr. John Stofer

I. The Awakening Need for Laws

- A. People lived in small family groups.
  - 1. Reasons for first social groups were FOOD GATHERING AND PROTECTION
  - 2. Why did the need for laws arise? CONFLICT WITH PEOPLE LIVING CLOSE TOGETHER
- B. Who made the laws in these first family groups? FATHER
  - 1. Why was this person chosen? PHYSICAL STRENGTH, LEADERSHIP
  - 2. When families joined together to form tribes or clans, who became the lawmaker? PERSON CHOSEN AS CHIEF FROM FAMILY LEADERS
- C. People were governed by unwritten laws.
  - 1. How did people learn about the laws? FROM WORD OF MOUTH
  - 2. Who had to inform the children of laws? PARENTS
  - 3. Review: two kinds of unwritten laws are:
    - a. FOLKWAYS
    - b. MORES
  - 4. Are there any unwritten rules today? YES
- D. The Code of Hammurabi: Special Report to the Class
  - 1. Who? KING OF BABYLONIA
  - 2. Where? BABYLONIA - LOWER MESOPOTAMIA
  - 3. When? 1792 - 1750 B.C.
  - 4. What? CODE OF LAWS
  - 5. Importance? FIRST WRITTEN CODE OF LAWS
- E. Punishment of offenders
  - 1. There were no jails or formal police forces.
  - 2. Examples of punishment were BRANDING, WHIPPING, STONING, BURNING, CRUCIFIXION.

II. Ancient and Unusual Police Practices

A. Methods used in Ancient Rome

1. trumpet informs the suspect of arrest: today the suspect is informed by SEARCH WARRANT OR ARREST WARRANT

B. Methods used in Ancient Orient

1. saliva test: Do we have anything quite like the saliva test today? LIE DETECTOR, BREATH TEST

2. pull the tail on the donkey

C. Cruel forms of punishment

1. walking on beds of hot coals

2. trial by combat

3. repayment of family by being their servant

D. Why did the crime rate increase following the industrial revolution .

PEOPLE LIVING CLOSE TOGETHER IN CITIES, POVERTY

1. death sentence for stealing one loaf of bread.

2. amputation as punishment for thief

III. Law Enforcement in the United States

A. Laws were patterned after those in England.

1. northern colonies

a. economic features TRADE, INDUSTRY, CITIES

b. people settled close to one another.

c. What was the watch system? NIGHT WATCHMEN

d. Who served on the watch? VOLUNTEERS. NO PAY; "DRAFTING INTO SERVICE"

2. southern colonies

a. economic features CASH CROP FARMING, LARGE OPEN AREAS

b. office of sheriff

B. Law and Order in Ohio, 1820 - 1860: Special Report to the Class.

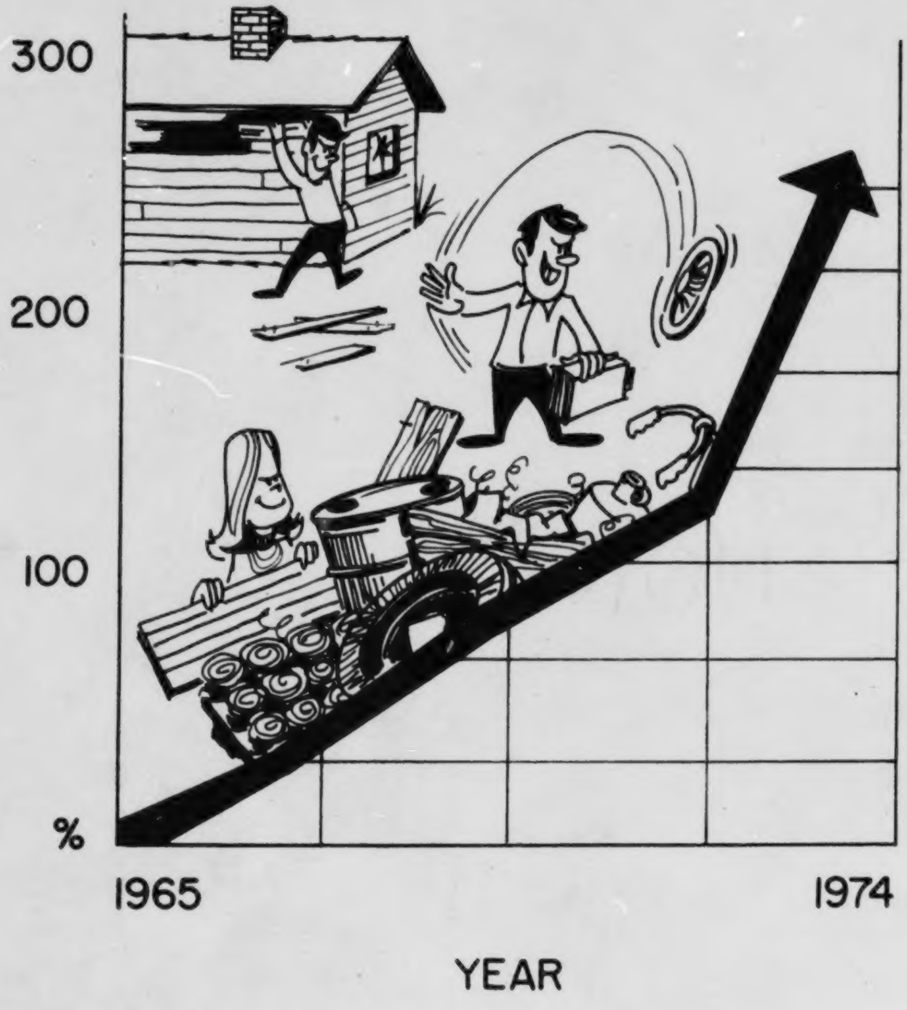
1. As communities grew, law enforcement became necessary
2. Officers of the law
   a. cities: POLICE
   b. townships: CONSTABLE
   c. counties: SHERIFF
3. forms of punishment
   a. Drunkenness was punished by GRUBBING STUMPS
   b. 300 + 39 LASHES was used to punish those who took part in burglary or mob violence.
   c. A person who injured another while committing a robbery lost all of his PROPERTY and had to serve 40 years in jail.
   d. Whippings were removed as punishment in 1814.
4. Punishment without law or taking law into own hands
   a. These people were called VIGILANTES
   b. They used LYNCHING

C. Changes in law enforcement

1. 1830: paid police forces
2. 1860: police uniforms. Why do police wear uniforms? TO BE EASILY IDENTIFIED BY PUBLIC

   Why don't some police wear uniforms? TO FOOL THE CRIMINAL
3. 1835: Texas Rangers were a state police force. Why do states as well as local communities need police forces? ORGANIZED CRIMINALS WITH MODERN TRANSPORTATION MIGHT MOVE FROM ONE COMMUNITY TO THE NEXT.

Where Will The Crime Trend End ?


300
200
100
%
1965
1974
YEAR

SESSION 3

Who Commits Rural Crime?

In this session, we will begin to present the "facts" on rural crime. Up until this point, the students may have wondered why their class was selected for the course. Now is the time to unravel their suspicions. It's no accident that the junior high school classes have been singled out. As we noted in the preface, it was the discovery of heavy teenage involvement in rural crime which led to the development of this student training program.

To go beyond mere presentation of factual information, the teacher may wish to divide the discussion into two segments. The first would essentially provide the student with a knowledge base: which crimes command our attention; who is the rural criminal; what are some of their characteristics? Then, the second segment, attempting to delve deeper into the area of causes, may proceed to ask why: why the widespread disrespect for private property? Why the involvement of such high percentages of youngsters? Of boys? Of girls?

I. Teacher's objectives:

   A. To point out the relevance and closeness of the rural criminal's characteristics to those of students.

   B. To make the students consciously aware that the junior high school age group is involved in a vast number of rural crimes and is realistically or potentially the responsible agent for the majority of vandalistic acts committed today.

   C. To destroy any image that serious crimes are the most frequently committed.

   D. To unravel some of the why's of teenage criminal behavior and young people's lack of respect for other's rights.

II. Outline of a suggested format for the discussion on rural crime:

   A. What has provoked the present emphasis on rural crime?

   B. Which types of crimes are most prevalent?

C. What are some of the specific characteristics of the rural criminal?

1. Age?
2. Sex?
3. Group participation vs. individual initiative?
4. Relationship to residential location?
5. Mode of transportation?
6. Intoxication?
7. Time of occurrence?

D. The nature of why's. (A-C, as above).

III. Elaboration of the questions posed in the outline:

A. What has provoked the present emphasis on rural crime?

Within recent years, crime in the country has increased dramatically. Over the decade 1965 through 1974, rural Ohio crime increased by 305 percent, that representing only those crimes known to police. The teacher might be able to dramatize this fourfold increase by making comparisons with chores and demands that are made on students.

For example: a) "It would be like having to attend school for 48 years rather than 12," or
b) "Like not being able to apply for your driver's license until the age of 64."

B. Which types of crime are most prevalent?

The intention of this question is to destroy any image that the students may have about serious crimes heading the list. Actually, serious crimes, such as homicide, occur at only very low frequencies compared to all other crimes. Serious felonies are not the major concern of this study. What sparks our concern here are property offenses. (Fig. 2) Well over one-third of all crimes occuring to rural residents involve vandalistic acts, and over half of all rural Ohio high school sophomores report that they have committed one or more of these acts. Examples of destruction or defacement of private property have included: breaking windows, shooting through mailboxes, spraying paint on home or barns, and scratching and marking machinery surfaces. If thefts and burglary are combined with vandalism figures, over 50 percent of rural crimes are accounted for. That means that every other crime committed today involves the destruction, defacement, or stealing of someone's property. The lack of respect for our fellow man's rights is increasing at a disturbing rate.

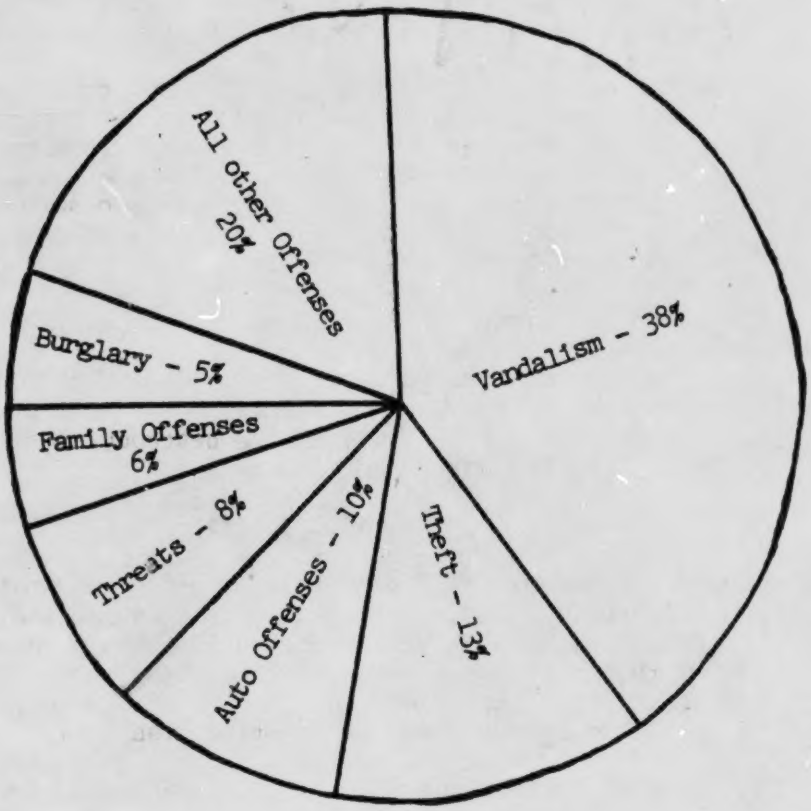


Figure 2: Percent of offenses occuring to rural residents by major categories. (Taken from G. Howard Phillips' Rural Crime and Rural Offenders, p. 4.)

C. What are some of the specific characteristics of the rural criminal?

1. Age?

If we consider all of the people residing in rural Ohio, we find approximately 10 percent are teenagers from ages 15-19. This same teenage population, though, accounted for one-third of all those arrested. The most often arrested age groups were 16- and 19-year-olds. (Table 2)

2. Sex?

Of all rural Ohio sophomores, 68 percent of the males reported they had been involved in one or more acts of vandalism, and 37 percent of the females admitted involvement in similar activity. In all, 52 percent reported personal involvement (Table 2). To dramatize the statistical figures, here as with other characteristics, the teacher may want to refer to analogies that will help students relate to the data.

For example: Of the total sophomore population, the percentages of males and females participating are greater than two-thirds and one-third, respectively. To illustrate these figures, divide the class, first into groups by sex, and then, once again according to the proportions of the data. This will allow the students to visualize the findings.

3. Group participation vs. individual initiative?

Greater than nine out of 10 of the vandalistic acts were committed while two or more people were together as a group. A mere 7 percent of the destruction was done when one was alone (Table 2).

4. Relationship to residential location?

A majority of individuals arrested in rural areas did not live within the same community in which their crime was committed, but 70 percent did reside within the same county. Of the remaining 30 percent, 18 percent came from adjacent counties, which leaves only 12 percent of persons who traveled in excess of two counties (Table 2).

5. Mode of transportation?

In nearly half of the cases, motor vehicles were used as the mode of transportation. Most often it was the family car that was being used. Another 35 percent of rural sophomores reported having walked to the site of their acts (Table 2).

6. Intoxication?

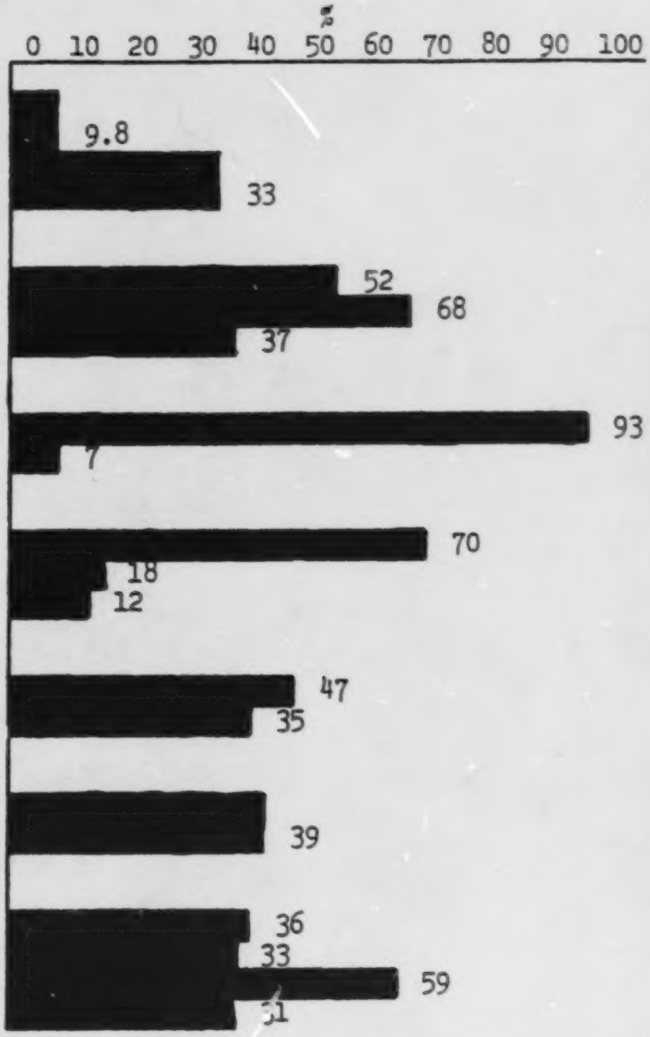
Of the 52 percent of the students reporting to having been involved, approximately 40 percent also admitted that one or more members had been drinking an alcoholic beverage prior to or at the time of the incident. Beer, wine, and whiskey were the most often mentioned beverages (Table 2).

7. Time of occurence?

Tendencies can be noted as to the time of day, week, month or season when youngsters were more prone to participate. The time of day was the afternoon (12-6 p.m.) which, in combination with the evening hours, constituted nearly 70 percent of the activity. Almost six out of 10 vandalistic acts occurred during the weekends. And, the two months most often noted included October and March, with the most prevalent season being fall (Table 2).

TABLE 2: Diagrammatic representation of selected rural crime statistics (Taken from Phillips' Rural Crime and Rural Offenders and Phillips' and Bartlett's Vandals and Vandalism in Rural Ohio.)

1. Age: (15-19 years old)
   - % of Ohio's Population that were teenagers
   - % of those arrested that were teenagers
2. Sex: (Ohio Sophomores)
   - Total involved in vandalism
   - Males involved in vandalism
   - Females involved in vandalism
3. Group vs. Individual Initiative:
   - Group Participation
   - Alone
4. Residential Location of Offenders
   - Lived within same county
   - Lived in adjacent county
   - Lived in distant county
5. Mode of transportation
   - Motor Vehicle
   - Walked
6. Intoxication:
   - Of the 52% of sophomores involved % that were drinking alcohol
7. Time of occurrence:
   - 12-6 p.m.
   - 6-Midnight
   - Weekends
   - Fall (Sept., Oct., Nov.)



D. The nature of why's. It is now essential to carry the facts to an analytical stage and begin to ask why the crimes were perpetrated. Only in this way can students start to understand, accept, and alter behavioral trends. Allow the inquiry to be developed by student discussion, possibly listing the stated reasons on the board as they are suggested. To help the teacher carry the discussion, some possible reasons are listed below. The list is in no way considered to be complete.

1. "Spin-off of contemporary affluence." As materialistic goods and property becomes more readily available to all, the need to value that property diminishes. "Why worry, there's more where that came from!" (Phillips et al.)

2. Lack of excitement or meaningful things for youngsters to do. Teenagers are bored and frustrated.

3. Another explanation concerns our consideration of what falls under the name of crime. We may be "shifting from a community of customs to a community of laws," where a customary prank takes on a new meaning of illegality.

4. The nature of rural life, i.e. wide-open spaces, few neighbors etc., permits easier accessibility to property targets.

5. These types of crimes do not require lengthy planning schemes or developed skills to perpetrate.

6. Since the damage or destruction may be lesser in scope, students tend not to view their action as serious or one constituting a crime.

7. Destruction or defacement of property allows the individual to leave a record of frustration or grievance.

8. An individual may have a personal grudge against the owner of the property and as a result to "get even" through vindictive vandalism. This form of assault is much safer than personal confrontation.

9. Certain types of property may appear attractive to individuals of different age groups. For example: "A child swinging on a yard gate in the course of play may break the hinges; a teenager may remove a traffic sign to add to his collection; or an adult, on strike, may throw a stone through a window of a factory to call attention to his grievance." (Bartlett, p. 11-13).

10. Males are taught during the course of their cultural upbringing to be more aggressive than females. They may experience a period of frustration when their self-concept of the male role goes unachieved.

11. Girls have acquired a greater amount of freedom to participate in activities. Their access to private and public property has increased.

12. The group, being composed of numbers, stimulates a feeling of courage. Here the individual gains the support of his peers. The group provides the ideas.

13. Improved roads allow for increased mobility. Teenagers are not limited to defined boundaries.

14. With more two- and three-car families, fetters to motor vehicle access are lifted.

15. Consumption of alcohol alters the moral emotional state of an individual; inhibition fades.

16. Halloween accounts for the great number of October incidents.

17. With the month of March, comes spring, and with spring, the euphoric feeling of freedom leads to the unleashing of tied-up winter tensions.

18. With fewer chores required, increased amounts of leisure time are acquired.

IV. Teaching aids:

A. Visual aids (slides, pictures, sketches, etc.) depicting the statistics to be discussed (See Fig. 2 and Table 2).

B. Partitioning the class into groups in order to visualize the statistical percentages (See Section III C 2).

C. Teacher's choice: ______________________________

V. Homework preparation for next session:

A. Have students obtain definitions of words which will enter into the discussion. The definitions provided in the Appendix may be useful.
For example: crime, vandalism, theft, burglary, etc.

B. Have other students read through local newspapers and cut out clippings of articles they feel represent different types of crimes. Instruct them to secure articles covering the range from the most trivial to the most traumatic of crimes.

C. Have still other students write out lists of examples of crimes that come to their minds. Tell them to include both examples of major and minor crimes.

D. If the teacher would like to have one or two of the situational examples to be presented next time, acted out in the form of a short skit, mimeograph copies of the stories and hand them out to students in enough time for preparation. (Situational stories and skits provided in Lesson 4 and in Appendix B.)

VI. References: The following references provided the substantive materials for this session.

A. Bartlett, K.F. 1976. "A Self-Reported Study of Participation In Vandalism by the Sophomore Classes of Three Selected Rural Ohio High Schools." Columbus: The Ohio State University, unpublished Ph.D. dissertation, especially Chapter I and II.

B. Phillips, G.H. 1976. Rural Crime and Rural Offenders. Columbus: Ohio Cooperative Extension Service and the Ohio State University, Department of Agricultural Economics and Rural Sociology, Extension Bulletin 613.

C. Phillips, G.H. and K.F. Bartlett. 1976. Vandals and Vandalism in Rural Ohio. Columbus: Ohio Agricultural and Research and Development Center, Department of Agricultural Economics and Rural Sociology, Research Circular 222.

VII. Example of a Lesson Outline for Session 3:

WHO COMMITS RURAL CRIME?

Prepared by Mr. John Stofer

I. Statistics Regarding Rural Crime:

A. General observations

1. From 1965-1974, rural crime increased by 305 percent.

2. More than 50 percent of all rural crime consists of destruction, defacement, and stealing of property.

3. Vandalism accounts for more than one-third of all rural crime.

B. Profile of persons who commit rural crime

1. What age group commits most rural crime? 15-19

While this age group makes up only 10 percent of the rural population, it accounts for 33 percent of all persons arrested.

2. Are rural crimes more often committed by males or females? Males

a. In a survey of rural Ohio sophomores 68 percent of all males admitted to being involved in one or more acts of vandalism.

b. In the same survey, 37 percent of all rural females in the sophomore year of high school admitted to similar acts.

3. Is vandalism usually done by individuals or groups? Groups. Why?

a. Ideas come from people in groups.

b. Safety in numbers.

c. Peer pressure.

4. What is the relationship of the person to the crime itself?

a. How many live in the same county as the location of the crime? 70 percent

b. How many live in adjoining counties? 18 percent

c. How many come from outside of adjoining counties? 12 percent

5. Why are persons able to commit acts of violence and vandalism outside of their own communities? Modern transportation.

    a. In nearly half of the cases motor vehicles were the means of transportation.

    b. What is the impact of improved highways? Easier to get away.

    c. What is the impact of many families having more than one motor vehicle? It is easier to have access to a car.

6. In how many instances had alcoholic beverages been consumed prior to the incident? 40 percent

    a. Beer, wine, and whiskey were most frequently mentioned.

    b. What effect do intoxicants have on the individuals? There are fewer inhibitions.

7. What time do most acts of vandalism occur?

    a. Time of day? Afternoon. Why? Truancy; people are away.

    b. Days of week? Week-end. Why? Not in school; family is away.

    c. Months of year? October & March. Why? Halloween; beginning of spring.

II. Other Factors in Evaluating Rural Crime (Why Vandalism):

A. Increased amounts of leisure time: Nothing to do; boredom.

B. Geography of rural areas: Open areas; not easily seen.

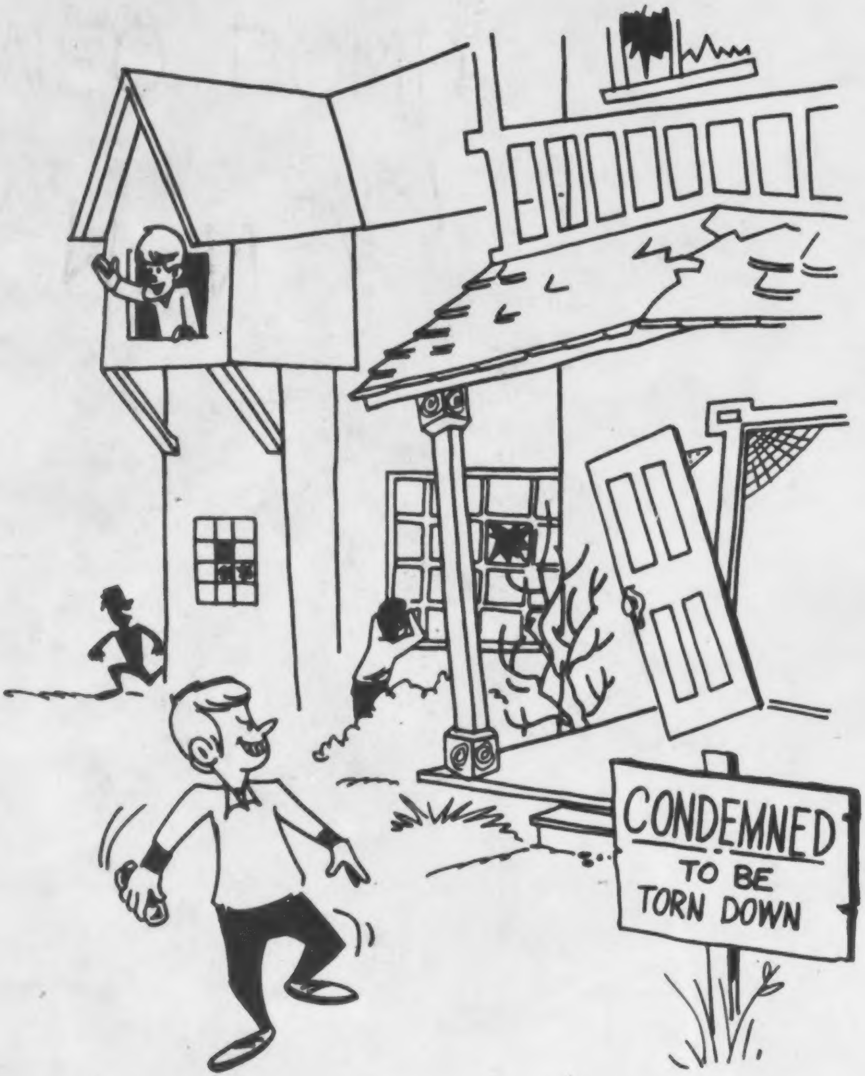
C. People seem to be "better off" than in years past: If something is lost/broken, people can afford to have it fixed.

D. Is much planning or skill required? No

E. Why doesn't the person confront the one against whom he seeks revenge? There is less risk in vandalism — not getting caught.

F. Do people consider a prank to be a crime? Frequently not - they don't stop to think.

CRIME or PRANK ?


CONDEMNED
TO BE
TORN DOWN

SESSION 4

Attitudes and Conceptions of Crime: Part I

As revealed by a survey of rural Ohio high school sophomores, there exists a paramount problem concerning the young persons perceptions of what constitutes a crime. Seventy percent of the students, who admitted to having been previously involved in vandalizing destruction, labeled their actions as non-criminal. Of these, more than a majority (60 %) are perceiving their act as coming under the category of contest, fun, and/or play. Another 12 percent understood vandalism to be a means for achieving revenge, that is, for "getting even." The vital point: the students defined their actions as — acts which they commit themselves — largely non-criminal in nature. Students have difficulty discriminating between so-called pranks and crimes. Therefore, the teaching of this session might orient around the motto, "Practice makes perfect." Give the students the opportunity to encounter and make judgments on imaginary situations. In this way the students may learn through practice.

I. Teacher objectives:

A. To instill the leading idea that behavior which seeks to impinge on other's rights to own property is wrong and can lead to serious social consequences.

B. To bring to bear the contradiction that is inherent when one defines vandalistic crime as "non-criminal."

II. Introducing the session on attitudes and conceptions

To reduce confusion and give students a common starting point, place the definitions of major concepts which will enter into the session (for example, **crime**, **vandalism**, **theft**, **burglary**, **etc**.) on the blackboard. Underline words in the definitions which emphasize the unconditional nature of the concepts (words like any, all, never, always, etc.). The teacher may wish to assign homework in order to secure the definitions.

III. Outline of a suggested format

A. The class preconceptions. Allow the class to discover what it feels constitutes a crime before the session proceeds.

B. "Practice makes perfect." Give examples of hypothetical situations. The crime is comprised of the act plus the action and the actors.

1. First focus on the property which has been damaged without reference to the situation or circumstances leading up to the act.

2. And now, in addition, focus on the contributing circumstances; that is, the action and the actors.

IV. Solutions:

A. The class preconceptions.

Before presenting the survey data and situational examples to the students, allow them to collectively compile their own conceptions. This might be accomplished by pooling together the lists of newspaper clippings and the lists of major and minor crimes the students identified as homework. Let the group classify their examples of vandalism as to their seriousness (major-minor or felony-misdemeanor). A hypothesis might be that more students will have collected examples which fall into the more serious category than of those constituting a lighter nature. Major crimes are, without doubt, wrong and therefore, more readily understood. This exercise can then be compared with one following in the next session to see if perceptions have evolved to encompass an entire spectrum of vandalistic types.

B. "Practice makes perfect." Give examples of hypothetical situations. The crime is comprised of the act plus the action and the actors.

Let the students view a picture of a broken window, and tell them only that the window was intentionally broken by someone, (that is, it was not the result of an accident or an act of nature). Most of them, without hesitation, would judge the incident as wrong. But, if they look at the same broken window within the near future, they would begin to shroud their decisions with if and but conjunctions.

There is in the first instance the objective nature of the act itself. The damage is easily perceived as violation of property rights. But, in the second instance, the act is combined with circumstances and the human element of subjectivity. We begin to consider not only the act but the actors. Our pathways for formulating judgements are cluttered.

It is the purpose of the following section to examine examples of such situations and to discuss whether at any time, an act of vandalism may be considered justified. Hopefully, by the end of the session, the student will begin to realize that any action resulting in damage or destruction of property, however minor or extensive, is a crime. The circumstances and the actors only help to determine, in part, the degree of severity. We might say, the act is always wrong, the question of "how wrong?" is what remains for debate. There exists an inherent contradiction if we try to define the vandalistic crime as "non-criminal."

1. Focus on the act. . .

First, present a series of examples, by way of slides, pictures, etc., which depicts vandalized property items. Show only the objects. Do not reveal any facts concerning the actors or the circumstances under which the acts were committed. You might also sequence the pictured items along a scale according to their extent of damage, moving from more serious forms to subtler, less extensive ones. Ask the students whether the evidence they see warrants classifying the acts as crimes.

2. . . . and now, in addition, the action and actors.

The students have had a chance to visualize some actual cases of vandalized property and, most probably, have labeled them as crimes rather easily and objectively. Now create situations which include not only the final act but, in addition, the responsible actors and the events leading up to the act. The purpose is to arrive at the end of each discussion with everyone agreeing to define the act and behavior as criminal, although circumstances might seem at first to warrant excusing or justifying the action. The situational examples may be read as stories or acted out by students in the form of short skits. (In addition to the following two examples, short skits and stories can be found in Appendix B)

Two examples of imaginary situations:

a. Bob was known to be a bully. Being much bigger than the rest of the boys, he was continually picking fights or pushing others about, with absolute disregard for everyone. He seemed especially fond of hassling Paul. If Bob wasn't ripping Paul's homework papers apart, then he was tripping up Paul in the hallway between classes.

As misfortune would have it, Paul and Bob found themselves alone in the gym locker room one afternoon; everyone else had having left for the soccer field. And, you guessed it, Bob started nitpicking at Paul. During their scuffle, Bob's class ring fell from his finger, without his noticing. The only one to notice was Paul. Bob then left for the field and Paul stood alone, holding Bob's ring in his palm. Should he destroy the ring, keep the ring and hide it, or turn it in at the office so that it might be returned to its owner? What would you do? If Paul did not return the ring, would his action be justified?

b. "It was finally Halloween," Tom thought. He normally wouldn't have gotten excited about it, but this year was the first time his parents thought him old enough to go out trick-or-treating alone. He had planned to meet with his friends at dusk, and together they were going to "get down" on soapin' some windows. Hey, it was Halloween, and everyone soaped windows.

So, they gathered and started out. Ringing doorbells, collecting candy and soaping windows. . . ringing doorbells collecting candy and soaping windows. Over and over, same routine, and what fun. But the fun wore down as time passed: at least, until Tom sighted the old Jones place. No one had lived in that house for years, and rumor had it, that old place was to be torn down in the spring.

"Hey," said Tom, stopping in his tracks to think out loud, "how's about we really have some fun with windows."

Curiously Jim inquired, "What are you thinking?" hardly able to hide his smirk. He knew what Tom was suggesting, he just didn't want to be the one to say it aloud.

"This soapin's gettin' old. Let's see if we can hit that front window pane from here; with this." He had bent down and picked up a small rock from the street and was holding it out for all to see. "No rocks bigger than this. O.K.?"

Well, the rest can easily be guessed. One thing led to another, and those small rocks weren't big enough. Then, the larger rocks were thrown, until, by accident one went through the front pane. Now that seemed like fun; the excitement of that cracking window. So, one by one, every last one of those windows were broken.

Fun or crime? Huh? I mean there wasn't anyone living there;hadn't been for a long time. And, if that rumor was true, the boys were only doing the demolition crew a favor. Right?

V. Teaching aids:

A. Student presentations of definitions found as homework (See Session 4's introduction and Session 3's Section V A).

B. Pooling of newspaper clippings and the lists of major and minor crimes students collected as homework (See Session 3's Section V B & C).

C. Slides, pictures, etc. of examples depicting property damage (See Section III B 1).

D. Imaginary situations presented as stories or skits (See Section III B2 and Session 3's Section V D, and Appendix B).

E. Teacher's Choice: ______________________________

VI. Definitions: (Additional definitions found in Appendix A).

A. Crime = violation of criminal law, note that all laws are not necessarily criminal laws (Phillips, 1976).
An act, forbidden by law, which infringes upon the person, or the property of another (Schubert, 1966-67).

B. Vandalism = "Any willful or malicious destruction, injury, disfigurement, or defacement of property without concent of the owner or person having custody or control." (Bartlett, 1976).

VII. Homework preparation for next session: The following suggestions may be divided among the students at the teacher's discretion.

A. Once again assign a few students to clip out newspaper articles covering stories on crimes. Select different students than the ones picked last session. The results can then be compared to see if perceptions are beginning to change from the last session.

B. Have a few other students compile short lists of examples of crimes, but this time, tell them to conceive of examples which they think constitute the most serious and the least serious in nature.
For example: homicide vs. breaking another's pencil.

C. Have other students conduct an inventory of actual examples of vandalism which they can find around the school building or yard. Assign the task as a group or have students locate examples individually. Or, the school property may be partitioned into sections for the survey.

VIII. References: The following references provided the substantive materials for this session.

A. Bartlett, K. F. 1976. "A Self-Reported Study of Participation In Vandalism by the Sophomore Classes of Three Selected Rural Ohio High Schools." Columbus: The Ohio State University, unpublished Ph.D. dissertation, especially Chapters I and II.

B. Phillips, G. H. 1976. Rural Crime and Rural Offenders. Columbus: Ohio Cooperative Extension Service and The Ohio State University, Department of Agricultural Economics and Rural Sociology, Extension Bulletin 613, p. 4.

C. Phillips, G. H. and K. F. Bartlett. 1976. Vandals and Vandalism In Rural Ohio. Columbus: Ohio Agricultural Research and Development Center, Department of Agricultural Economics and Rural Sociology, Research Circular 222, pp. 21-34.

D. Schubert, E. P. 1966-67. Citizenship and The Law. Baltimore: Maryland State Department of Education, pp. 32-34.

IX. Examples of a Lesson Outline for Session 4:

ATTITUDES AND CONCEPTIONS OF CRIME

Prepared by Mr. John Stofer

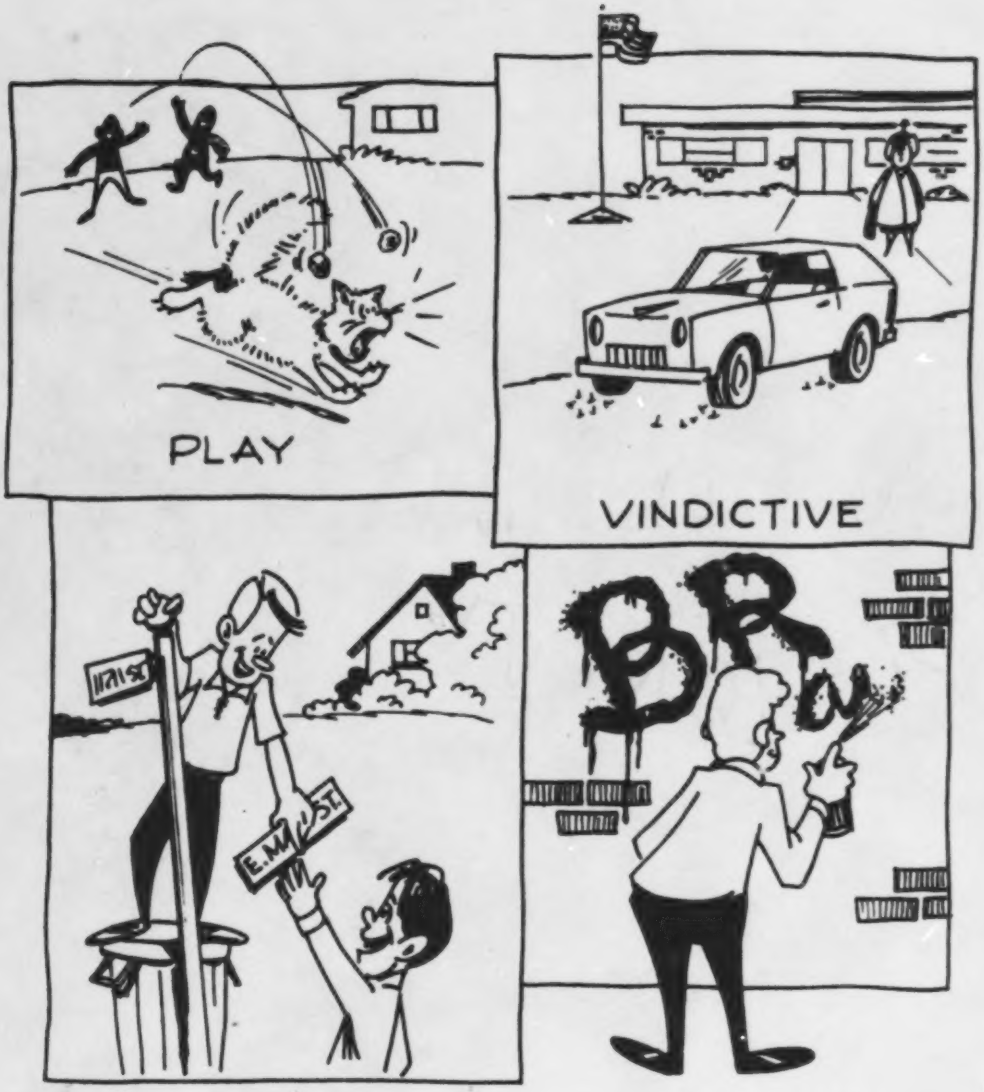
A. Distribute to students definitions of crime and specific criminal acts (See Appendix A). Ask the students which words they think should be underlined in each definition. Emphasize the all-inclusive nature of many criminal acts by noting words, such as, "any," "all," "no," "never," and "always." The students should be made aware of the expansion of the meaning of certain crimes by modern statutes. For example, compare the common law concept of burglary with that of the Ohio Revised Code.

B. Tell the students about the story of Bob and Paul in which Bob loses his ring. Ask the students about their reaction to this story, then look at the definitions of larceny and theft and determine that keeping the ring would be considered a crime.

C. Mention to the students that a window of a house or building has been intentionally broken. Neither accident nor an act of nature was the causal factor. Ask the students whether they believe that this was generally wrong. Then ask whether this act fits the general definition of vandalism and could be considered a crime. The conclusion should be that breaking a window is an example of vandalism.

D. Read to the students the story about Tom and Jim and their decision to throw rocks at an old house. Ask the students whether they feel that such activity is ever justified. Stress that although both the act and the circumstances surrounding the act can be considered, the activity will be judged in the light of the criminal laws. While this activity may be considered criminal damaging rather than vandalism in Ohio, it is still a crime and punishable by law.

E. Read to students newspaper reports of local police and sheriff department activity. Ask whether the incidents investigated are crimes, subjecting the person who committed the act to prosecution and punishment.



PLAY

VINDICTIVE

AQUISITIVE

MALICIOUS

VANDALISM

SESSION 5

Attitudes and Conceptions of Crime: Part II

The importance of the survey data concerning teenage perceptions would seem to dictate the need to devote a double session to it. Nearly 70 percent of rural Ohio sophomore boys and 37 percent of the girls reported their involvement in one or more acts of vandalism. A decline in vandalism trends and rates rests in large part on effecting an attitudinal change among our youngsters. The purpose of this session, then, is a continuation and reemphasizing of the last.

I. Teacher objectives:

A. Reinforcement of topics discussed last session.

B. Destruction of stereotype images of the "troublemaker."

C. Compilation of a list of vandalized property found in and around the school. The lists then to be used as source for future school projects.

II. Introducing the session on attitudes and conceptions:

The movie Vandalism: What and Why? may serve appropriately to reintroduce the topic of attitudes and conceptions. The movie tries to probe the underlying causes that lead teenagers to vandalizing property. It is presented as a discussion between teenagers of varying ages and a psychologist, and is nicely geared to the level of the junior high student. Lasting approximately 10 minutes, Vandalism: What and Why? may serve as a proper introduction to this session. A second lesson plan has been included at the end of this session covering the materials discussed in the movie.

III. Outline of a suggested format:

A. The class' expanding concept of crime.

B. Types of vandalism.

C. School inventory of vandalized property.

IV. Elaboration of the questions posed in the outline:

A. The class' expanding concept of crime.

Collectively compile, once again, the newspaper articles and lists of major and minor crimes collected by the students. Classify their examples under what might be subjectively considered as the extent of their seriousness. Comparison can then be made with example's brought in last session. The hope is that the student will begin to realize that the smallest of criminal acts still constitutes wrongdoing.

B. Types of vandalism.

There are varying reasons why individuals or groups seek to vandalize property. A classification developed by Cohen (1973) suggests patterns exist in the "types of property damaged, the types of damage," and the meaning youngsters attribute to their action (Bartlett, 1976). A rationalization process works to allow the teenager to dismiss his action as non-criminal. By presenting the types, the students may gain some insight into understanding that process and therefore, some insight into self-control. The teacher might introduce each type with a brief explanation and proceed then to a discussion of motivations. What is the vandal seeing in his mind's eye that allows him to label his action incorrectly? What can we see differently since we are not participating in the act? If we could explain the situation to the vandal, what would we want to tell him?

The four types of vandalism which most frequently involve teenagers are:

1. Play vandalism
2. Vindictive vandalism
3. Malicious vandalism
4. Acquisitive vandalism

Listed below are definitions of the four types along with motivating factors, special characteristics, and examples of each. The teacher may wish to write each on the board along with its specific characteristics as the class discussion proceeds, or to distribute the condensed table that has been included in this session's lesson plan (See Section VIII).

1. Play vandalism = "property destruction that happens in the normal course of play."*

   a. Motivating factors: competition, curiosity, skill testing, enjoyment.

b. Special characteristics: Vandalism becomes secondary to the play and, therefore, is rarely perceived as wrong.

c. Examples:** breaking windows and street lamps to see who can break the most; aiming at moving objects, such as cars, to see who can hit the car from the farthest distance.

2. Vindictive vandalism = "used to settle grudges"* after one feels he has been victimized by someone else.

   a. Motivating factors: anger, revenge, hostility.

   b. Special characteristics: safer than personal assault on the victim, with less chance of being apprehended. Causes discomfort and inconvenience to the victim. Is not perceived as wrong because "the victim had it coming."

   c. Examples:** student feels victimized by teacher; breaking the door to a clubhouse where one was not included; destruction of school furniture or equipment after one had been punished in class.

3. Malicious vandalism = "senseless, vicious, or wanton"* destruction of property.

   a. Motivating factors: rage, frustration, boredom, resentment, despair, failure.

   b. Special characteristics: the property or the owner is not as important as committing the act.

   c. Examples:** entering incompleted building sites and destroying breakable targets; pouring acid on car roofs.

4. Acquisitive vandalism = "Property destroyed in the process of committing another crime."*

   a. Motivating factors: theft of property, money.

   b. Examples:** removing street signs to add to personal collections; looting vending machine or parking meter coin boxes.

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* Taken from Bartlett, 1976: 32-34.
** Taken from Cohen, 1973: 41-51.

C. School inventory of vandalized property.

Following the discussion of vandalism types, have the students classify their examples of damaged school property according to type. Can we begin to understand how the vandals, who were responsible for the school damage, rationalized their behavior? Since we, as students, are now more keenly aware, can we understand how that rationalization works to fool the vandals into misguided conclusions?

The lists might be consolidated into one that could be used as a source for future school projects, or might be turned over to the school student council.

V. Teaching aids:

A. Movie — Vandalism: What and Why?

Film Fair Communications
10900 Ventura Blvd.
Studio City, California 91604

B. Pooling, once again, of newspaper clippings and the lists of crimes collected as homework (See Section IV A).

C. Handout on the four types of vandalism along with the accompanying information (See Section IV B and Lesson Plan).

D. Student inventory lists of damaged school property (See Section IV C).

E. Teacher's choice: ________________________________

VI. Homework preparation for next session:

A. Assign students to visit local hardware stores, maintenance shops, locksmiths, or town carpenters. Have the students obtain itemized cost lists for materials and labors to have, for example, a front window fixed or a mailbox replaced.

B. Have other students take examples from the list of vandalized school property collected as homework last session, and inquire with the school maintenance man, as to the estimated cost for their repair.

C. Ask students to think of any experiences from their own lives or their families where they had been victims of property loss or bodily assault. Students may be able to relate feelings they had at the time when they realized themselves to be victims of a crime.

VII. References: The following references provided the substantive material for this session.

A. Bartlett, K. F. 1976. "A Self-Reported Study of Participation in Vandalism by the Sophomore Classes of Three Selected Rural Ohio High Schools." Columbus: The Ohio State University unpublished Ph.D. dissertation, especially pp. 32-34.

B. Cohen, S. 1973. "Property Destruction: Motives and Meanings." in Colin Ward, Vandalism, N.Y.: Van Nostrand Reinhold Company, pp. 41-51.

C. Phillips, G. H. and K. F. Bartlett. 1976. Vandals and Vandalism in Rural Ohio. Columbus: Ohio Agricultural Research and Development Center, Department of Agricultural Economics and Rural Sociology, Research Circular 222.

VIII. Example of a Lesson Outline for Session 5:

Type of Vandalism

Prepared by Mr. John Stofer

Type	Motivation	Special Characteristics	Examples
Play Vandalism Property destruction that happens in the usual course of play.	competition curiosity skill testing enjoyment	Vandalism is secondary to play and, therefore, not thought of as wrong.	Who can break the most windows or street lamps? Can you hit the moving car?
Vindictive Vandalism Vandalism is used to settle grudges after person feels victimized by someone else.	anger revenge hostility	Compared with personal assault, there is less chance of being caught. There is discomfort and inconvenience for the victim, since the victim "had it coming," this is sometimes not conceived as wrong.	School property is destroyed after student is punished. A door to a clubhouse is broken after one is not admitted to the club.
Malicious Vandalism This is senseless, vicious, or wanton destruction of property	anger frustration boredom resentment despair failure	The property of the owner is less important than doing the act.	An uncompleted building site is entered and property is damaged.
Acquisitive Vandalism Property is destroyed in the process of committing another crime.	theft desire for money		Street signs are taken for a personal collection. Vending machines or parking meters are looted.

IX. Film: Vandalism — What and Why?

Prepared by Mr. John Stofer

1. The film begins with a definition of vandalism that concentrates on the idea of "tearing up". What two things are "torn up"?

PROPERTY IS TORN UP. PEOPLE ARE BEING TORN UP INSIDE .

2. The students then discuss what they think causes people to commit vandalism. Six of these causes are:

1) BROKEN HOMES	3) ASSOCIATES	5) GETTING ATTENTION
2) ACTING TOUGH	4) REVENGE	6) BOREDOM

Which of these causes do you think is most important? ___________

Why? ____

3. What is a "survival home"? ONE IN WHICH CHILDREN ARE LEFT TO THEMSELVES - FEND FOR THEMSELVES.

What is somtimes lacking in such a home? CARE - CONCERN - LOVE

4. When public property, such as a school is vandalized, who pays to repair the damage? TAXPAYERS

Do you? YES Why? MOST STUDENTS HAVE PAID A SALES TAX. ALSO, THE VANDAL HAS RESTITUTION.

5. What does vandalism cost Chicago, Illinois? $200,000/ yr.

Los Angelos, California? $30,000/ yr.

6. One approach to solving the problem is to punish the offender. Do the students feel that this should be the first approach? NO

The students mention at least three other approaches. What are they?

REHABILITATION REWARDS COUNSELORS

7. What did the man who constructs public parks do in order to gain the support of the community and to lesson vandalism?

GET COMMUNITY TO DONATE MONEY AND IDEAS.

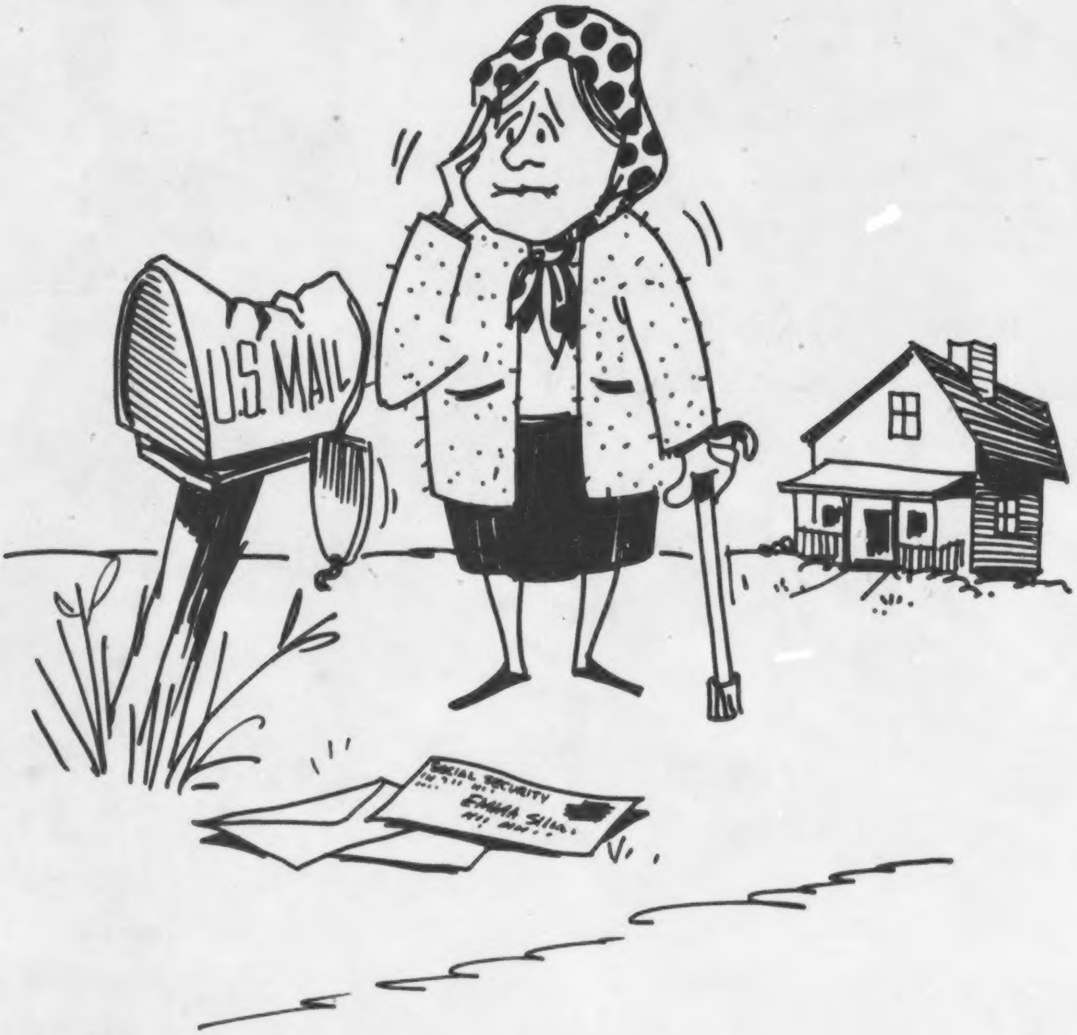
Key Words: The community must be INVOLVED and have PRIDE in itself.

8. What method was suggested for the prevention of graffiti?

HAVE WALLS PAINTED WITH DECORATIONS.

9. How did the school official suggest vandalism of school property might be lessened? GIVE STUDENTS MONEY EQUAL TO COST OF LAST YEAR'S VANDALISM. ANY VANDALISM TAKES AWAY FROM THE ORIGINAL GRANT. AT END OF YEAR STUDENTS MAY USE MONEY TO BUY SCHOOL SUPPLIES AND EQUIPMENT FOR THEIR USE.

SOMEBODY PAYS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SESSION 6

The Victim Of Rural Crime

During this session, the viewpoint of the victim is to be presented. Many times, crimes are contrived spontaneously; sequels to unplanned misconduct. Little, if any, thought is given to the victim's situation prior to the crime's enactment. Therefore, this session, is designed to help fill that void, by asking the students to focus on the victim's position.

We might also conceive of a second type of victim, one not thought of in the ordinary sense: the victim of circumstances. A teenager may find himself entrapped by peers in the course of planning and perpetrating a crime. The teenager knows the moral and social impropriety of his behavior, but he lacks knowledge of pathways that will lead him away from the trouble and at the same time allow him to retain his social image. We should like to cover both in the course of this session.

I. Teacher objectives:

A. To introduce the student to an often neglected area of the crime arena - the situation of the victim.

B. To give students a sense of identification with the victim's position.

C. To provide knowledge of escape mechanisms that will permit a student to excuse himself if he becomes bound up in undesirable predicaments.

II. Introducing the session on victims of rural crime :

The following two alternatives may serve aptly as introduction. The teacher may wish to start the session off with student testimonials. Urge students to tell of any individual experiences in which they found themselves to be victims of a crime, and have them relate to the class how they felt at the time of the crimes. The teacher may even be able to begin the session with one of his/her own accounts.

Or the teacher might be able to bring the victim's role even closer to the students by making them the recipients of some unexpected, minor misfortune. For example, the teacher might plan to administer a quiz two or three days prior to the meeting of this session. When this session begins, the teacher would apologetically inform the students that the quiz must be retaken as he/she has accidentally lost their test papers. Continuing, and to add credibility, the teacher might say that the papers had all been graded, and everyone as he/she recalls had done well, but the grades had, as of yet, not been recorded. The students in this situation become victims of the teacher's error even though they had nothing whatsoever to do with its cause.

III. Outline of a suggested format for the discussion on victims:

A. What does it cost the victim when he finds his property has been burglarized or vandalized?

1. Economic costs.
2. Psychological costs.
3. Sociological costs.
4. Costs of unforeseen consequences.

B. The victim of circumstances.

IV. Elaboration of the questions posed in the outline:

A. What does it cost the victim when he finds his property has been burglarized or vandalized?

This discussion might be organized around the concept of cost. When a person, being the owner of property, becomes the victim of a crime, a cost is incurred, a cost which involves not only a monetary burden, but a psychological and sociological strain as well. Economically speaking, the victim is inconvenienced to repair or replace the damaged or stolen property. If that individual is for example, one on a fixed income, unforeseen, additional financial drains, such as slashed automobile tires, may add too much of an expense to permit immediate replacement.

In addition, there is a price which cannot be measured accurately in terms of cash value. That price is the time which is lost to the victim. He is forced to secure assistance or allot his own time towards settlement of his damaged property.

A psychological examination of the damage might focus on the foundation of fear which is born. Individuals become afraid to walk the streets at night. They learn not to talk to strangers any longer because of their fear of crime. And, we see develop from this fear mistrust and insecurity. In social terms, with the development of that mistrust emerges suspicion of neighbors. The congenial, trusting atmosphere of that small town evaporates and is replaced with the need for locked doors. We become "prisoners of our own making," with the suspicion permeating all segments of our society.

We might also consider the unforeseen consequences that result from what is thought to be harmless play. The consequences can range from the trifle to the traumatic. The youngster who steals a street sign to add to his personal collection may hinder a stranger from locating the address he searches for. The inconvenience is trivial, agreed, but still real. A stop sign removed from a corner, though motivated only by a desire for a collector's prize, may result in an automotive mishap. Occupying firemen and engines with the call of a false fire alarm, as another example, may in one instance out of many, prevent the fire department from answering the call to an actual fire. At the time, we were not able to estimate all the ramifications of our actions, but that does not stop their occurrence.

In order to provide real examples of financial losses, the teacher may wish to have the students present itemized cost lists to the class (Table 3). Present examples both from personal property losses and public school damages. Along with the discussion on costs and consequences, the teacher may wish to extract examples from the student testimonials. Re-examine the experiences in terms of costs incurred by the victims (economical, psychological and sociological) and make predictions on the potentially unexpected and inexpedient effects (See Session 5, Section VI A & B).

TABLE 3. Estimated costs incurred by homeowner for replacing broken front window or vandalized mailbox. (Listed prices quoted by rural lumberyard and hardware store owners, 1977.)

Front Window	Postulated Costs
1. The homeowner must buy the new glass.	$50 - $60
2. A skilled carpenter must install the new window which includes glazing.	$50
	$100 - $110
Mailbox	
1. First, the necessary materials must be purchased.	
a. Mailbox (Many shapes and sizes available)	$5 - $12
b. post	$5 - $10
2. A skilled craftsman must then install the mailbox	$10 - $15
a. dig hole	
b. secure post	
c. attach mailbox to post	
	Total $20 - $37

B. The victim of circumstances:

A teenager, during the normal course of school and social life, may find himself caught up in circumstances which, without doubt, go against the values which he has acquired. For him, judging the circumstantial conduct of his group as wrong is a plain and easy decision. But, to the young teenager, the answer involves more than affirming a value judgement. There is a problem which goes beyond simple judging the situation as right or wrong. At stake lies his peer status, his friendship, his social prestige. It is not just enough to know that the action is morally and legally wrong. Or . . . is it?

We know there seems to be an increased inclination for becoming involved in crimes when we are members of a group. Case in point: the rural Ohio high school sophomore survey (Phillips et al.). More than nine out of 10 acts of vandalism (93%) were committed by persons acting in a group (Table 4). The offense was overwhelmingly a group offense. But it is also an offense which is situational in character; that is, it arises spontaneously. There is often no deliberate planning. With these two facts in mind, we might agree that an effective deterrent will come from within the assemblage of the teenage ranks. No amount of punishment threats will cause a change in attitude or behavior. Peer pressure or becoming trapped by contemporaries seems to get individual teenagers to agree to misconduct. Perhaps this same force can be instrumental as a weapon against such behavior. Teenagers, instead of luring each other into condoning criminal conduct, might agree to lean on one another in condemning it.

TABLE 4. Rural Ohio high school sophomore respondents involved in acts of vandalism and the number of people present. (Table taken from Phillips and Bartlett's Vandals and Vandalism in Rural Ohio, p. 16).

Number of People Present	Involved in Vandalistic Act
Alone	7.1%
Two	27.6%
Three	26.2%
Four or More	39.1%
Total	100 %

The aim for this portion of the session then is to create an awareness and allow the students to begin talking to one another about possible solutions. The teacher might openly admit to the students that they are potentially the best solution to the problem of crime. To help develop the discussion, the teacher might first relate a tale of an example in which a teenager finds himself trapped by regrettable circumstances. Discuss ways to avoid involvement in such predicaments and ways of averting participation if involvement has already begun.

Ask the students of whom the group is thinking when members ask you not to tell? Would you be doing them a favor by telling and not allowing this clandestine misconduct to spiral into habit? Are they really your friends? Will you lose your self-respect or respect from others by giving in? Are there unforeseen consequences worth thinking about; that is, short-term gains vs long-term losses? How might other kids help a friend withdraw from embarrassing and unpleasant situations?

The teacher may wish to read the story "Stairway to Crime: Truancy and Vandalism" in the booklet You and the Law. The "Unfinished Stories" contained at the end of this session could also be considered by the class. If time permits, a skit might also be performed.

An effective way to spark responses from the students might be through small, intragroup discussions. Break the class down into small groups and have the students rearrange their desks into unit circles. The teacher will then read the story and pause at its conclusion for a few minutes, allowing for intragroup discussions.

The discussion may be more effective if students are asked to think of the funniest response they can, along with the most serious, useful, and workable one.

V. Teaching aids:

A. Relating of student testimonials (See Section II and Session 5, Section V C).

B. Retaking of a "lost" quiz (See Section II).

C. Itemized cost lists (See Section IV A and Session 5, Section VI A & B).

D. Unfinished stories, skits, or other appropriate tales (See Section IV B and Appendix B).

E. "Stairway to Crime: Truancy and Vandalism" in the booklet You and the Law, put out by Kiwanis International, 101 East Erie Street, Chicago, Illinois 60611. (See Section IV B).

F. Teacher's choice: ______________________________

VI. Homework preparation for next session:

A. Assign students to visit the local police department or the county sheriff's office and obtain cases of teenager offenders who have been apprehended locally. Excluding the names from the lists, have students obtain the offender's age and a description of the crime which lead to the arrest. The teacher should call the police department prior to the assignment, to explain the intention and obtain permission.

B. Ask students to think about their long-range career plans. What do they want to be when they grow up? That inquiry may serve as an introductory question for the next session.

C. If "Unfinished Stories," skits or other tales are to be presented, furnish the appropriate materials to the students in time for adequate preparation (See examples in Session 7, Section IV, in the booklet You and the Law, and in Appendix B).

VII. References: The following references provided the substantive materials for this session:

Phillips, G.H. and K.F. Bartlett. 1976. Vandals and Vandalism in Rural Ohio. Columbus: Ohio Agricultural Research and Development Center, Department of Agricultural Economics and Rural Sociology, Research Circular.

VIII. Example of a Lesson Outline for Session 6:

THE VICTIM OF RURAL CRIME

Prepared by Mr. John Stofer

I. The Cost of Rural Crime

A. Economic or financial cost

1. replacement of mail box: $4.50 - $10.00
2. replacement of window: $22.00 - $28.00
3. replacement of door: $58.00

B. Psychological cost or feelings and attitudes of victims

1. An emotion felt by victims of crime is FEAR.
2. examples of fear
    a. leaving the house at night
    b. talking with strangers
3. What happens to the victim's trust of others? IT DECLINES
4. What happens to one's sense of security? ONE FEELS LESS SECURE.

C. Sociological cost or feelings and attitudes of society

1. If crime increases, what feeling does society develop?
    a. MISTRUST INSECURITY FEAR
    b. SUSPICION HOSTILITY
2. What attitudes might society develop concerning
    a. need for more law enforcement: PUBLIC SEES GREATER NEED.
    b. need to make home more secure: PURCHASE OF LOCKS, GUNS.
    c. punishment for criminals: NEED FOR HARSHER PUNISHMENT.
    d. capital punishment: LOOKED UPON MORE FAVORABLY.
    e. purchase of firearms: NEED FOR PROTECTION.
3. What effect might the increase in crime have on the cost of government and the taxes people pay? THEY INCREASE.

D. Cost of unforeseen consequences

1. theft of street sign: PERSON LOSES WAY; FAILURE TO FIND LOCATION.
2. theft of stop sign: AUTO ACCIDENT IS CAUSED.
3. placing a false alarm: FIRE DEPT. CAN'T BE AT REAL FIRE.
4. throwing rock through window of occupied home: SOMEONE INSIDE MAY BE HIT OR CUT.

II. The Victim of Circumstances

A. A person is a member of a group that plans to do something which he or she regards as wrong—morally and legally. What other considerations does this person take into account in deciding whether to join the group?

1. WILL I LOSE MY FRIENDS?
2. HOW WILL PEOPLE MY OWN AGE REACT? — PEER PRESSURE.
3. HOW WILL SOCIETY AS A WHOLE LOOK UPON THE ACT?

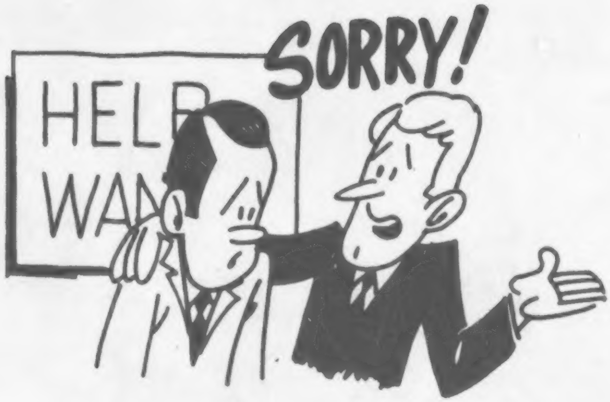
B. Since most rural crime (93%) is committed by groups and is usually not deliberately planned ahead of time, who can most effectively stop rural crime? INDIVIDUAL MEMBERS OF THE GROUP.

C. A person plans not to take part in the crime and is asked not to say anything to anyone else.

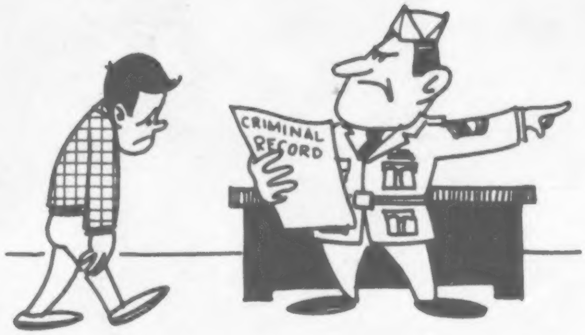
1. Are the people in the group really your friends? NO
2. Will they be your friends twenty years from now? PERHAPS NOT?
3. About whom is the group thinking? ITSELF
4. If you don't tell, what happens to your self respect? YOU MAY NOT RESPECT YOURSELF - MATTER OF CONSCIENCE.
5. What happens to the way others respect you? PERSONS, ESPECIALLY NOT IN GROUP, MAY NOT RESPECT YOU MORE.
6. Would it ever be correct to tell what has happened? YES

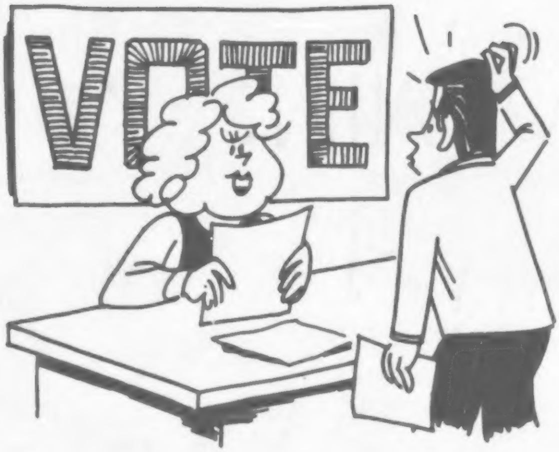
D. "Stairway to Crime: Truancy and Vandalism"

E. What should Don Do? (see Appendix B)


SORRY!
HELP
WAN

Do you want
to pay
the price?


CRIMINAL RECORD



SESSION 7

The Consequences of Committing a Crime

This session is designed to focus on the criminal. The previous session was an attempt to communicate the situation of the victim -- that individual who feels compelled to participate in the crime and, at the same time, those individuals to whom the crime is committed. Here, we should concern ourselves with those teenagers who knowingly and purposely involve themselves in crime. Has that decision to steal someone's pencil any far-reaching consequences? Is it worth our while to contemplate our surroundings, that is, to know who we are with and where we are, at all times? These questions and the like should be considered during this session.

The teacher may wish to arrange the visit of a local law enforcement official; for example, the sheriff, who should be well qualified in leading the discussion with the students. Where and how much of the session the officer should instruct is left to the teacher's discretion.

In addition, the teacher may be able to arrange for the visit of a teenager from a local correctional institute who might be willing to come and discuss his tale with the class. With either or both individuals attending, the students would have the chance to compare classroom facts and information with impressions from experience.

I. Teacher's objectives:

A. To emphasize, first, the legal and second, the social consequences that a life of crime may lead one into.

B. To destroy the myth that all "tattle-tales" are social misfits or weaklings.

C. To suggest the proposition that to be responsible citizens requires our acknowledgment and acceptance of responsibility for our behavior.

II. Introducing the session on consequences of committing a crime:

What do you want to be when you grow up? That question might be asked at the outset of this session. Allow the students a few moments to gather their thoughts, and then have them tell the class of their future ambitions. The purpose of this exercise is to stress to the students that one's whole future may be ruined simply by engaging in one reckless and regrettable act.

III. Outline of a suggested format for the discussion on consequences:

A. Legal and social consequences of committing a crime.

B. Are you doing your friend a favor when you decide or promise not to turn him in to authorities?

C. "Ignorance of the law. . ."

IV. Elaboration of the question posed in the outline:

A. Legal and social consequences of committing a crime.

Legal consequences:

There are many more consequences of being convicted of a crime than imprisonment or fines. The following examples, from 'You and the Law,' might be worth noting (Table 5).

TABLE 5. Possible legal and social restrictions imposed on a former convicted law-breaker (Taken from You and The Law, p. 12).

1. Anyone with a criminal record will find it harder to make and keep friends or get a good job.
2. Many businesses require employees to be bonded, and insurance companies usually refuse to bond anyone with a criminal record.
3. Civil service and other government jobs may also be closed to those convicted of crime.
4. A driver's license may be refused on the basis of a criminal record. This closes the door to many jobs.
5. The Army, the Navy, and the Marine Corps will usually not give a commission to anyone who has been convicted of a crime.
6. A person convicted of a crime cannot be a lawyer.
7. A person who has been convicted of felony loses many of his rights and cannot vote in any election unless the governor restores these rights.

Social consequences:

Even following a convict's legal restitution after his wrongdoing, social penalities may continue to plague him. As the above examples demonstrate, the range of employment opportunities diminishes and becomes more restrictive. Even if the work is not legally forbidden, prospective employers may look with skepticism at an individual who has a reported past record. That may sound unjust, but in a common sense way, put yourself in the place of an employer. Your job is to hire individuals who you feel are skilled and qualified for the job. But, with those skills, you assume the person has a set of personal traits. You are hiring a person not a machine. Therefore, logically, you want to take on people who are trustworthy and responsible. The teacher may wish to have students present the list of offenders (names excluded) which were obtained at the police departments. Ask questions like, "Would you hire this person? Would you trust this person if left alone in your office or store?"

The life of the criminal:

During the discussion, the teacher should also mention the myth which holds the life of the criminal to be one of glamour and riches. The fact is that most criminals spend their lives in poverty. Unable to finish their education, they remain unemployed. They are emotionally immature people who have little or no family or home life. A National Crime Commission, during the late '60's, found that seven out of ten criminals earned less than $3,000 per year, and the percentage rose to encompass 90% of convicts when considering incomes at the level of $5,000 (Braun). But financial woes are not the only unpleasant side effects to emerge from a life of crime. Even if a criminal goes undetected, his conscience may plague him with fear at the thought of being caught. He cannot get away from his fear. As mentioned at the outset of this discussion, he may also be unable to remain gainfully employed as a result of society's suspicions following his prison release. And, because of his economic hardships, he is likely to resort, once again, to crime in order to survive.

B. Are you doing your friend a favor when you decide or promise not to turn him in to authorities?

Criminals usually are not lead to prison as a result of their involvement in one single crime. Their criminal behavior most often began in their teenage years, and continued in a progressive cycle, spiraling downward until apprehension and conviction found them facing a prison term. The first crimes started with minor incidents, followed then by more serious kinds of crimes, until snug in their conviction that they were "uncatchable," their habit led them to imprisonment.

Perhaps if and when their first crime had been detected by one of their friends, and attention had been drawn to the crime, the individual's habit would have never developed. We might, contrary to a much held belief, be doing our friends a favor if we were to allow guiding authorities to redirect the teenager's behavior towards more constructive accomplishments. The teacher may wish to read "Was Pete Lucky?" from the booklet You and The Law and/or the unfinished story "What Should Peggy Do?" included at the end of this session.

If time permits and the film is available, the teacher may wish to show the movie "I Traded My Freedom," put out by the Maryland State Department of Education. During this 38 minute film, the true story of four inmates in a state penitentiary is told. The story, told by the inmates themselves, leads into a discussion on the reasons individuals should avoid a life of crime.

Another alternative would be to have students act out the skit, Just a Little Spin, included at the end of this session. The skit attempts to demonstrate that had Frankie reported the plans of Eddie to proper authorities, Frankie's girlfriend's death might have been prevented.

C. "Ignornance of the law. . ."

"Ignorance of the law is no excuse" is an often heard expression. But what should it mean to us as citizens? As citizens of this society, we are expected to know the laws of our land well enough that we conduct our daily business responsibly. We are expected to be responsible and mature enough to realize where we are and who we are with, to avoid embarrassing and distressing mishaps. Our duty, in part, is to steer clear of "the wrong places at the wrong times." "Nobody owes you the privileges and pleasures of being grown up" (You and The Law). These are earned through respect and by assuming responsibility for one's actions.

The two stories to follow may appropriately initiate a discussion on this point. Discuss the consequences that neglect of responsibility may lead us into.

Examples:

1. The following is a true story of an individual who now works in federal police training and helps to convey the serious consequences that can potentially arise from what starts as innocent fun.

Brett had been at a Friday night drinking party for awhile when he decided it was time to go home. He really didn't want to drink so thought it best to leave before the party got rolling. But the problem was he didn't have a ride home and home was too far for walking. He attempted to persuade Mike to drive him home before Mike got drunk but his repeated requests were turned aside. Mike promised to get him home later on in the evening. So Brett was circumstantially forced to stay.

When it did come time to depart, Brett offered to drive Mike's car, for Mike was quite inebriated. That seemed like an intelligent offer, considering Mike's physical condition and the fact that Brett did have a driver's license. A good suggestion, at least until the police halted the car and ordered both boys out and up against the car. Brett was stupified. What was going on?

Brett was transported to the local police department and booked for grand larceny. The entire episode remained a mystery. Brett's one phone call to his father ended in demoralization, for his father told him to "wither the night in the tank." In the middle of the night, Brett was questioned but continued to plead innocent.

He was finally told that the car he had been driving had been the same car used in a series of thefts. Brett was guilty by association. Mike's maliciousness was Brett's misfortune.

The improbable continued to happen. Because Brett was confined to jail for the weekend, he wasn't able to show for work at the golf course. Later, when he confronted his boss and explained the incident, his boss remained skeptical and afraid of public scrutiny. Brett lost his job. What had started as innocent association ended in personal adversity.

The moral: Know your friends. Pay attention to whom you are with and those you find surrounding you.

2. Tom was out the door in a rush this morning. Running a little late, he knew he'd have to hurry if he was to be on time at school. So his first response was his usual one. He'd run through Mr. Travers yard along the short-cut path he'd started. He never stopped to think that traveling through that yard was technically trespassing. Those sorts of questions and their possible consequences never entered his mind. Normally, if he wasn't in such a hurry, he'd have stopped to skip rocks across the small

brook that traversed Mr. Traver's backyard. But, this morning, time was tight. He was in a hurry. So off he ran.

That evening, while returning home from school, his route again took him up to the brook. Now he had time to skip a few stones, so he bent over and collected a handful. He sorted out the thin, round, smooth ones and discarded all the others. As he leaned sideways and began to cock his arm, he noticed Mr. Travers and two policemen up in front, behind the house. And at that moment, as ill luck would have it, they caught sight of him as well.

"There he is!" said Mr. Travers aloud, a little tone of anger evidenced in his voice. His arm extended and pointed an accusing finger at Tom.

Tom didn't know what to make of the commotion, but he nonetheless responded to the policeman's orders to come forward. Tom then found out what the ruckus was about. Mr. Traver's basement windows had been busted out that morning with stones. The likely suspect? Tom. He was guilty by association as far as Mr. Travers was concerned, for he had seen Tom frequently cross through his yard and stoop to toss rocks. What should Tom have done?

V. Teaching aids:

A. Guest speaker #1 - local law enforcement official (See Session 7's Introduction).

B. Guest speaker #2 - teenager from a local correctional instute (See Session 7's Introduction).

C. Lists of local offenders presented by the students (See Section IV A and Session 6 Section VI A).

D. Movie - "I Traded My Freedom." Maryland State Department of Education, Baltimore, Maryland. 38 min. Color (See Section IV B).

E. Stories "Was Pete Lucky" in the booklet You and The Law and "What Sould Peggy Do?" (See Section IV B and Appendix B).

F. Skit: Just a Little Spin (See Section IV and Appendix B).

G. Two situational tales (See Section IV C).

H. Teacher's choice: ______________________________

VI. References: The following references provided the substantive materials for this session.

A. Braun, R. L. Citizenship, Crime and The Law. Criminal Division, U.S. Department of Justice, pp. 15-22.

B. You and The Law. Chicago, Illinois: Kiwanis International, 1975.

VII. Example of a Lesson Outline for Session 7:

THE CONSEQUENCES OF COMMITTING A CRIME

Prepared by Mr. John Stofer

I. The Consequences of Committing a Crime on Future Opportunities:

A. Will the person be able to obtain a driver's license? NOT NECESSARILY.
Will this have an effect on employment? YES.
Why? EMPLOYERS MAY NOT WANT TO HIRE SOMEONE WITH A RECORD.

B. Will the person be able to receive a commission as an officer in the armed forces? NO.

C. Will the person be able to become a lawyer? NO.

D. Does a prisoner lose any rights? YES: RIGHT TO VOTE: TRAVEL FREEDOM.

E. Will the person be able to be bonded by insurance companies? NO.

F. Will the person be able to get civil service or other government jobs? PERHAPS NOT.

G. Will it be easier or more difficult to secure a job of any kind? MORE DIFFICULT - SEE B ABOVE.

H. Does the employer want more than a person with adequate skill? YES. HE WANTS SOMEONE HE CAN TRUST.

I. What effect will this have on the way other people respect or remember the person who commits a crime? OTHER PEOPLE MAY REMEMBER ONLY THE CRIME, NOT GOOD THINGS DONE.

Consider: "The evil men do lives after them; the good is oft interred with their bones." (from Julius Caesar)

II. The Life of One Who Commits Crime:

A. Annual income: 90% - 5,000; 70% - 3,000. (in 1960's)

B. Does this person live in fear? OFTEN. Of what? GETTING CAUGHT.

C. Educational level: LOW; UNABLE TO FINISH SCHOOL

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III. Is It Ever Correct To Turn Someone Into The Authorities Or Are You Ever Lucky If You're Caught?:

A. What attitude might one develop if a person is able to break the law and not get caught? I'LL NEVER GET CAUGHT.

B. "Was Pete Lucky?" NO. HE KEPT DOING MORE SERIOUS THINGS.

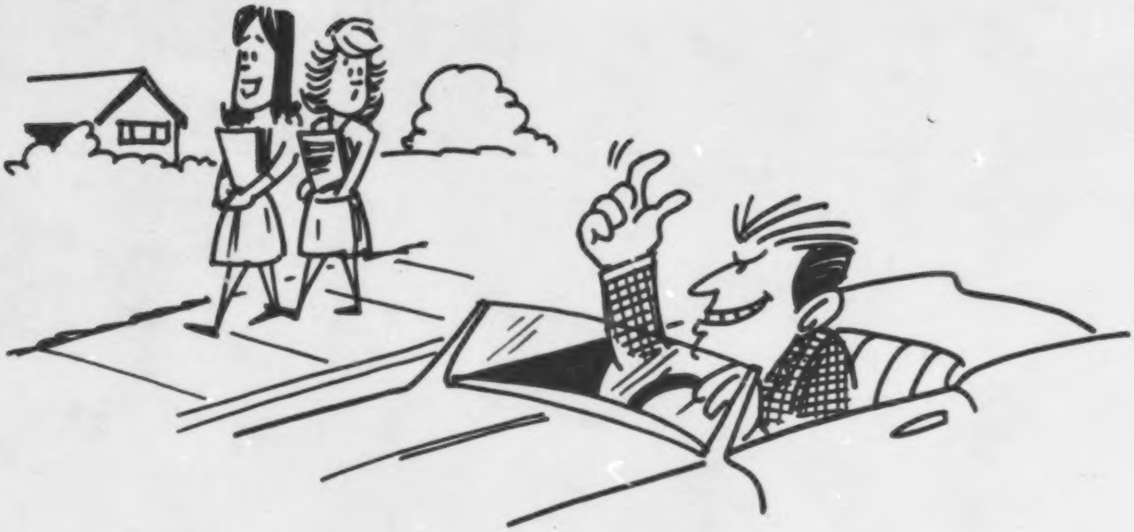
C. Cassette Recording: "Just a Little Spin" (see Appendix B).

IV. Ignornance Of The Law Is No Excuse:

A. Citizens have rights; they also have RESPONSIBILITIES.
  1. knowledge of the laws
  2. AVOID POTENTIAL CRIMINAL ACTS; KNOW RESPONSIBLE CONDUCT.

B. "Nobody owes you the privileges and pleasures of being grown up." How do you gain these privileges? YOU MUST FIRST GET OTHERS' RESPECT.

C. Consequences of neglecting responsibility.



Be Friendly, BUT Beware!

SESSION 8

"Blueprints for Action:" The Individual and the Family

During the past sessions, the students were confronted with varying segments of the crime composition. Such a plan was designed to outline and uncover the nature and extent of our crime problem. But description alone will not serve to solve the problem. It is essential that the resources we have outlined be put into useful action. Thus, the purpose of this session is to dwell on and discuss possible plans or "blueprints for action."

Experience has shown us that adoption of certain practices can decrease our likelihood of becoming victims of crime, and following others can minimize our chances of becoming violators of the law. The inherent problem, though, is that solution of the problem requires individual action. Mobilizing resources at the individual level means learning the techniques or codes suggested and putting them, then, into everyday behavior. In short, we modify our behavior in a direction that will bring about constructive and beneficial results to both ourselves and our social system.

If you sight smoke billowing out of your neighbor's kitchen window, your immediate response is to call the fire department; that is to say, you react. Why? Because you've been conditioned--you've practiced. From early childhood, emphasis has been placed on plans for action in the event of a fire. The more comfortable and confident you feel with your plan or blueprint, the quicker you respond and that, of course, means savings. Then, why not "blueprints for action" against crime? If you are able to train your reaction to other dangers, as you can to fire, then it seems assuring such habits can be formed when responding to crime.

I. Teacher's objectives:

   A. To develop crime prevention "blueprints for action" which can help individuals and families avoid their becoming victims of crimes.

   B. To discuss ways in which individuals can form personal habits to lower the likelihood of their becoming involved in crime.

II. Introducing the session on blueprints for action:

The teacher might introduce the session by first staging a practice fire drill with the class. Ask all students to respond as if an actual fire was endangering their lives. If a practice drill cannot be staged, question the students as to what their appropriate responses would be, noting the quickness with which they react. The point being, to focus on the merits of learning a blueprint for action. Discuss these benefits with your students.

III. Outline of a suggested format for the discussion on blueprints for action:

A. "Blueprints for action" to be used by the individual.

B. "Blueprints for action" to be used by the family.

IV. Elaboration of the questions posed in the outline:

A. "Blueprints for action" to be used by the individual.

Our goal for this session is to present short examples of everyday situations where the action taken by an individual may be the only key to preventing a crime. Describe a situation and ask students to suggest appropriate preventive measures. How might you lessen the temptation for inviting crime? How might you lessen the temptation for committing a crime? Are there ways to make your property appear less attractive or accessible? What is your "blueprint for action?"

The following few examples are presented to illustrate our intentions. Any number of situations may be created and presented to the students. Since the purpose of this session is planning, the more examples, of course, the better. Students will want to use techniques learned in the classroom, later, in real-life situations, if suitable occasions should arise. Therefore, give your students as many examples as you can and as time permits. You may find materials contained in the brochures (see V. Teaching Aids) helpful in creating examples.

1. "Hardening the Target": Be responsible for yourself and your property. Use your head in and away from school.

   a. Situation
   You've parked your bike outside the drug store to run in for a quick soda. What can you do to safeguard your bike?

   Solution
   Buy and use a lock and chain.

b. Situation

You've placed one of your parent's valuable books in your school locker to be used for a class report. Are you tempting anyone?

Solution

Possibly, if someone has seen you. Simply lock your locker, or if that's not possible, put the book in your teacher's desk. Now you're free from worries.

2. Positive Peer Pressure: Help your friends remember the plans discussed in class. You've learned valuable information—share it. Offer your friends helpful suggestions. After all, they might keep you from getting into trouble sometime or from losing your belongings. So, think of it as insurance—a sort of inexpensive insurance policy. You don't pay cash. You just use your wits.

a. Situation

Your brother, sister, or friend wants to take the shortcut home through back alleys to avoid getting home late. What do you think's wrong with this idea and what should you tell them?

Solution

Share with them your knowledge that some areas, like dark alleys, are more "crime prone" simply because of their location. Troublemakers like to hide in the dark where they can't be seen.

b. Situation

You and your friend witnessed a hit-and-run auto accident. Your friend asks if you should get involved. Should you?

Solution

You bet! Sometime, the victim might be you. Write down the license number of the car, even if only in the dirt with a stick. Then, one of you report the incident while the other calls an ambulance if needed.

3. Other situations for discussion:

a. A stranger offers you and your friend a ride home from school. Your friend accepts, and you don't, because you know it's dangerous. Should you, say, write the license number down, or just forget the matter?

b. The guys are going to shoot some basketball, or the girls want to do some cheers out on the school parking lot. What should you do with your wallet or purse? Lay it on the ground?

c. You and your brother or sister are visiting some friends for the evening. You've driven over in the family car which has a C.B. radio or tape player installed under the dash. What should you do with those items before locking the car?

d. Teacher's choice: ______________________________

B. "Blueprints for action" to be used by the family.

What the student learns from this course can very easily be shared. The most likely beneficiary—the family. Explain to your students their important role in encouraging family participation in crime prevention.

1. "Hardening the Target": Family members often may be unaware of old habits which invite crime. Students should be encouraged to feel free in sharing their ideas and suggestions.

   a. Situation
   Your mother leaves the car in a shopping center parking lot—unlocked. What should you do?

   Solution
   Explain to her that this simple act may be the catalyst for encouraging a crime. Lock your car.

   b. Situation
   It's late evening and you notice someone next door on your neighbor's porch. Your father told you earlier the neighbors had left for the evening. What should you do?

2. Helpful suggestions: Often we wish, after an incident has occurred, we had better prepared ourselves. There are many inexpensive and quite simple prevention plans for the home. As the adage says, "An ounce of prevention is worth a pound of cure."

   a. Situation
   Your family practices for fires by preparing plans for escape routes. Where should you exit if a fire is in the living room or in the upstairs bathroom? Can this idea or preparation be extended into the area of crime prevention?

   Solution
   Suggest to your parents the family might benefit if members prepared a "crime plan." For example, is your sheriff's phone number easily accessible? Do you know which neighbors would be most helpful in the event your home is burglarized? What times during the day are your neighbors usually home?

b. Situation
Your mother owns some valuables, like jewelry, and your father uses many expensive tools. Can you prepare them to prevent a theft?

Solution
Surely. Suggest your parents identify and itemize their valuables, keeping the list in a separate and safe place. They might even consider marking their valuables with a coded identification number.

3. Other situations for discussion:

   a. Your family is going on vacation. What are some things that need to be done, or in some cases not done, so your vacation can be worry free? (eg. lights, newspapers, mail, lawn, shrubs next to windows, garage, keys)

   b. Can a family dog be more than a pet?

   c. Your father was just paid and he arrives home with a lot of cash. What should you suggest?

   d. Teacher's choice: ______________________________

V. Teaching aids:

The following brochures might be helpful to the teacher in formulating examples. If feasible, the teacher may wish to send for copies to distribute among the students.

A. The following brochures are distributed, free of charge, by the Ohio Farm Bureau Federation, Inc., 245 North High Street, P.O. Box 479, Columbus, Ohio 43216. The teacher might be able to contact the local office to expedite securement of the pamphlets (See Section IV A).

   1. Crime in the Country and What You Can Do About It.

   2. "Hardening the Target"

   3. Is This the Key to Your House?

B. The following brochure is published by the National Exchange Club, 3050 Central Avenue, Toledo, Ohio 43606.

   Personal Crime Prevention Action File

C. For a detailed coverage of crime prevention techniques see The Child's Key to Crime Prevention, published by Miller Productions Incorporated, 800 West Avenue, Box 5584, Austin, Texas 78763, 1975, pp. 247, $16.00/copy.

D. Teacher's choice: ______________________________

VI. References: The following references provided the substantive materials for this session:

A. Braun, R.L. Citizenship, Crime and the Law. Criminal Division, U.S. Department of Justice, pp. 33-34 and 36-37.

B. Crime in the Country and What You Can Do About It. Brochure distributed by The Ohio Farm Bureau Federation, Inc., Columbus, Ohio.

C. "Hardening the Target." Brochure distributed by The Ohio Farm Bureau Federation, Inc., Columbus, Ohio.

D. Is This The Key To Your House? Brochure distributed by the Ohio Farm BureauFederation, Inc., Columbus, Ohio.

E. Personal Crime Prevention Action File. Brochure distributed by The National Exchange Club, Toledo, Ohio.

VII. Example of a Lesson Outline for Session 8:

PREVENTION OF RURAL CRIME

Prepared by Mr. John Stofer

I. Emergency Plans

A. School plans
1. What do you do if there is a fire drill?
2. What do you do if there is a tornado drill?

B. Home plans
1. Do you have a plan of action if there is a fire at home?
2. Do you have a plan of action in case of a tornado warning?
3. Do you have a home plan to prevent crime?

II. Reaction to acutal situation

A. You have parked your bicycle outside a grocery store, and you are only going into the store to buy a few items. What can you do to safeguard your bicycle? LOCK IT.

B. You have placed one of your parent's valuable books in your school locker so that you can use it for reference purposes. Assuming that the school prefers not to have locks on lockers, what can you do in order to safeguard the book? PUT IT IN OFFICE OR LET TEACHER LOCK IT UP IN DESK.

C. It is late evening, and you notice someone next door at your neighbor's home. You know that your neigbors have gone out for the evening. What should you do, especially if the person seems suspicious? CALL LAW ENFORCEMENT OFFICER.

D. You have been a witness to a hit-and-run auto accident. What should you do? TELL AUTHORITIES WHAT INFORMATION YOU HAVE; GET HELP.

E. Your mother or father leaves the family car in a shopping center parking lot—unlocked. What can you do or suggest doing? LOCK CAR — TAKE KEYS.

F. You are with your brother, sister, or some friend, and this other person suggests saving time by taking a short-cut through a back alley in the local village. What knowledge might you share with this person? CRIME OCCURS MORE FREQUENTLY THERE.

G. As a crime prevention measure, what phone numbers should be readily accessible to any member of the family? SHERIFF, POLICE, FIRE, NEIGHBOR, DOCTOR, HOSPITAL.

H. Your mother owns some valuables, and your father has some expensive tools. Is there anything that might be done in case these items are stolen to make their recovery easier? LOCK THEM. RECORD DESCRIPTIONS AND SERIAL NUMBERS.

III. Prevention of Burglaries: Neighborhood Watch Program

A. Measures to be taken at least one day before you leave the house

1. What persons should be notified?
   - a. NEIGHBOR OR RELATIVE.
   - b. SHERIFF OR LOCAL POLICE OFFICIALS.

2. What steps might be taken in each of the following cases?
   - a. cutting and watering the lawn DO AND HAVE DONE WHILE ON VACATION
   - b. circulars distributed to the house HAVE NEIGHBOR COLLECT
   - c. valuables (jewelry, furs) SECURE IN SAFETY DEPOSIT BOX
   - d. additional cash in the house PUT IN BANK

3. What information might you want to leave with a neighbor? WHERE YOU'RE GOING AND PHONE NUMBERS.

4. Should you know the phone number of your neighbor? YES Why? CALL BACK FROM VACATION AND CHECK WITH THEM.

5. Why is it recommended that lawn implements, trash cans, and ladders should be removed to the garage or basement? LADDERS CAN BE USED TO REACH WINDOWS. OTHER ITEMS CAN BE STOLEN.

B. Measures to be taken on the day you leave

1. electrical appliances UNPLUG - DANGER OF FIRE.
2. thermostat PLACE AT MINIMUM SETTING.
3. fireplace flue CLOSE. KEEP OUT ANIMALS, BIRDS.
4. pilot light on gas appliances MAKE SURE IT IS ON.
5. volume control on telephone TURN DOWN; SHOULDN'T HEAR OUTSIDE.
6. windows and sliding doors LOCK. USE BAR ON SLIDING DOOR.
7. window shades HAVE HALF WAY; DON'T PULL DOWN.
8. vehicle to be left in driveway LOCK; TAKE KEYS.
9. garage door CLOSE; LOCK IF POSSIBLE.
10. door of house CLOSE AND LOCK.
11. key to house DON'T LEAVE OUTSIDE.
12. telephone number LEAVE WITH NEIGHBOR.

IV. Other Prevention Measures That Can Be Taken

A. Gates and fences

1. Is there any disadvantage to having gates and fences around your house? CRIMINALS CAN HIDE BEHIND THEM.
2. In what way can they discourage crime? MORE DIFFICULT TO LEAVE OR GET IN.

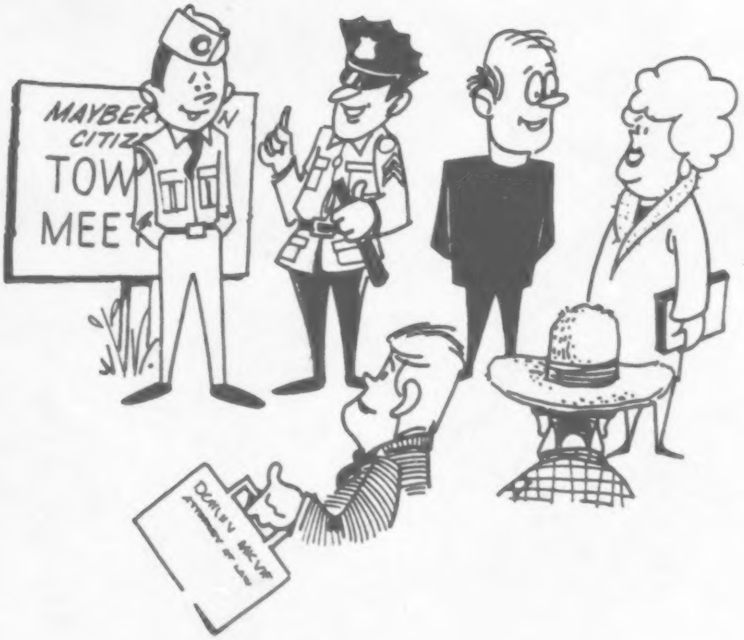
B. What should be done about large trees that might grow close to the house? KEEP TRIMMED.

C. Why is it best to take care of your lawn? LOOKS LIKE SOMEONE IS THERE.

D. Why should shrubs be trimmed? THEY CAN HIDE CRIMINALS.

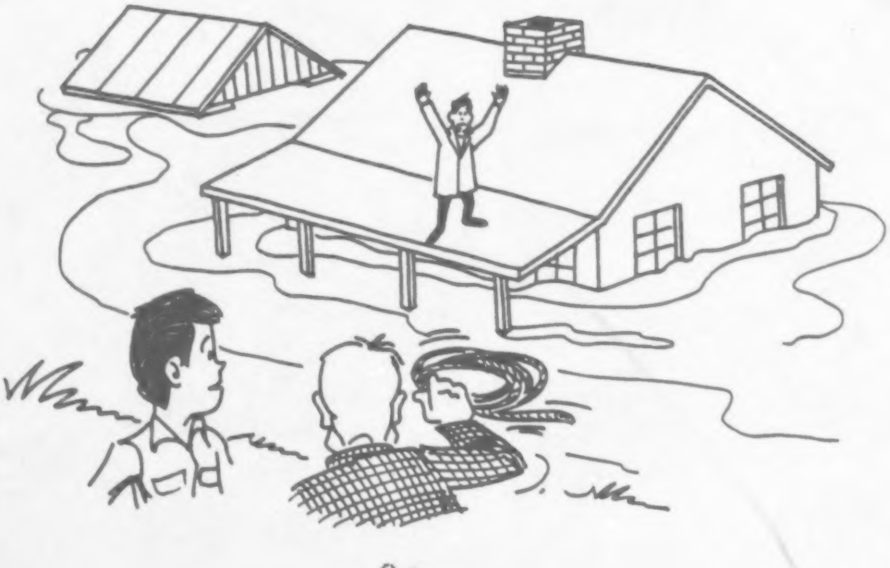
E. Should you inform anyone if you place an alarm system in your house? YES. NEIGHBOR; POLICE; THEY SHOULD KNOW SOUND.

F. In what ways can you light your house so as to prevent crime? USE INSIDE LIGHTS (BURGLAR THINKS YOU'RE AT HOME) AS WELL AS OUTSIDE LIGHTS (NEIGHBORS CAN SEE STRANGER).


MAYBER
CITIZ
TOW
MEET

Crime is a disaster too

Let's fight it together



SESSION 9

"Blueprints for Action:" The Community

The strength of two people is no doubt more powerful than one and the might of many goes unmatched. When natural disasters, such as floods, befall a community, it is scarcely a secret that all rise to the occasion and rally together to overcome the hardship. Public involvement and obligations of responsible citizenship dominant over individual, private concerns. Organized volunteers have made a significant impact on reducing previous common threats. You, therefore, might ask, "Can community organization serve to reduce community crime? Can community involvement help wipe out a common danger? The purpose of this session is to address this question of community participation.

I. Teacher's objectives:

A. To develop crime prevention "blueprints for action" which might assist communities in their fight against crime.

B. To review the "blueprints" discussed at the individual and familial levels.

II. Introducing the session on community prevention:

Since our motive last session in presenting situational examples was to provide the student with planning materials, the teacher might do well to begin this session with a quiz. Review a few random situations from last session and ask the students to recall their "blueprints for action." Remember, our purpose is to incorporate these prevention techniques into habits. Practice is essential.

III. Outline of a suggested format for the discussion on community prevention:

A. School organizations.

B. Community organizations.

IV. Elaboration of the materials posed in the outline:

The willingness of the community to participate in the fight against crime must be heightened. Citizens should become actively involved if the trend is to be halted or reversed. With their access to the course materials, the students are in a good position to begin awakening community consciousness. The remainder of this session might be devoted to structuring a student crime prevention organization as a beginning step toward soliciting community involvement.

A. School organizations:

If we view a community as a group of people who share some common values and interests, we might, then, think of a school as a micro-community. In that context, it seems appropriate to address ourselves to getting students involved in helping the school combat crime. One of the expressed intents of the organizers of this program of study was to allow student recipients at the junior high school level to share materials they've learned with younger level classes. At the end of the module, the older students might be persuaded and encouraged to train younger students by way of classroom instruction, skits, assemblies, or with any other acceptable means. The concept here is one of "youth teaching youth."

The remainder of this session might be reserved for organizing groups of interested students who feel committed to undertaking such a task. The teacher might discuss the possibilities of organizing a school council, with its goal being that of instructing younger students and reducing school crime, vandalism theft, etc. The students, with teacher supervision, should begin outlining a plan of action. Have them begin by writing out goals and strategies, and later proceed to spelling out specific methods to be used for instructing. Some of the skits and stories used in this module might be adopted for school use. Perhaps movies can be rented on the topics of crime and vandalism, and shown to the elementary audiences. (One such movie, designed for the younger age groups, is A Vandalism Story: The Clubhouse available through Motorola Teleprograms, Inc., 4825 North Scott St., Schiller Park, Illinois 60176. The film portrays "four boys who, first, construct a clubhouse, then bored, look for something else to do. They gather outside a school, break windows, and finally return to their clubhouse, only to find it destroyed—by vandals.")

B. Community organizations:

Many students are involved in extracurricular community organizations, such as 4-H clubs, Girl Scouts or Boy Scouts. These already existing functions might serve ideally for spreading information in your fight against crime. Students within the classroom, who show little interest in participating in an expanded school committee, might instead be favorable towards initiating civic projects on crime control. These students, then, should spend the hour generating ideas for arousing interest amongst club leaders. Whomever the target audience, the aim of this session is to organize.

The teacher should consider asking one of the organization leaders to attend, not only to lend support for the project, but to help develop the specific strategies.

V. Teaching aids:

A. Giving a quiz which reviews previously discussed "blueprints for action." (See Section II).

B. Movie: A Vandalism Story: The Clubhouse, to be shown to younger classes (See Section IVA for address of film distributor).

C. Attendance of leaders from community organizations; for example, 4-H leader or Boy Scout Troopmaster (See Section IVB).

D. Teacher's choice: ______________________________

APPENDIX A: BASIC DEFINITIONS*

1. A CRIME is breaking a criminal law. A crime is a wrong which the government regards as hurting the public. It is an offense against the State or its people.
2. A CIVIL LAW regulates private rights and agreements between people. It has to do with such matters as the sale of property and business contracts.
3. A CRIMINAL LAW guarantees to everyone his or her right to the safety of his or her person and his or her property. Penalties are provided for those who violate criminal law.
4. A FELONY is a crime that is punishable by death or imprisonment in the state penitentiary for longer than one year. A fine may also be imposed.
5. A MISDEMEANOR is a crime that is punishable by fine and/or imprisonment for no longer than one year. Imprisonment is not in the state penitentiary.
6. VANDALISM is any willful or malicious destruction, injury, disfigurement, or defacement of property without the consent of the owner or person having custody or control.
7. VANDALISM (in Ohio): No person shall knowingly (aware that the conduct will probably cause a certain result) cause serious physical harm (results in substantial loss to value of property; or requires substantial amount of time, effort, or money to repair or replace; or temporarily prevents use and enjoyment of property; or substantially interferes with use and enjoyment of property) to an occupied structure (any house, building, outbuilding, watercraft, aircraft, railroad car, truck, trailer or tent) or any of its contents.

*Definitions prepared by Mr. John Stofer

8. VANDALISM (IN OHIO): No person shall knowingly cause serious physical harm to property owned or possessed by another when either: (1) such property is used by its owner in his profession, business, trade, or occupation and the value of the property or the amount of physical harm involved is $150 or more, or (2) regardless of value or damage, property is necessary for owner to engage in profession, business, trade, or occupation.

   In Ohio, vandalism is a felony of the fourth degree.

9. CRIMINAL DAMAGING (IN OHIO): No person shall cause or create a substantial risk of physical harm (strong possibility that a certain result will occur) to any property of another without his or her consent: (1) Knowingly by any means; (2) Recklessly (with heedless indifference to the consequences) by means of fire, explosion, flood, poison gas, poison, radioactive material, caustic or corrosive material, or other inherently dangerous agency or substance. Criminal damaging is a misdemeanor of the second degree.

10. LARCENY is the taking and carrying away of the personal property in the possession of another with the intent to steal it.

11. THEFT (IN OHIO): No person shall deprive the owner of property or services by knowingly obtaining or exerting control over the property or services without the consent of the owner or person authorized to give consent or by going beyond the consent of the owner or person authorized to give consent by deception or threat.

    In Ohio, if the value of the property or service stolen is $150 or more or if the article stolen is a credit card, a printed check, a firearm, a motor vehicle, or a motor vehicle license plate (regardless of value) or the offender has previously been convicted of a theft offense, the crime is a felony in the fourth degree. It is grand theft.

12. BURGLARY is the breaking (by force, trick, fear) and entering of a dwelling house (where a person usually sleeps) occupied by another at night with the intent to commit a felony (felony need not actually be committed).

13. AGGRAVATED BURGLARY (IN OHIO): No person, by force, stealth,or deception, shall trespass in an occupied structure (not just a dwelling house) with the purpose to commit any theft offense (not just grand theft, a felony), when any of the following apply: (1) offender inflicts, or attempts to inflict, physical harm on another; (2) offender has a deadly weapon; (3) occupied structure involved is permanent or temporary habitation of any person, in which at the time any person is present or likely to be present. There is no night-time provision.

Aggravated burglary is a felony of the first degree.

14. BURGLARY (IN OHIO): No person, by force, stealth, or deception, shall trespass in an occupied structure with the purpose to commit any theft offense. This crime is a felony of the second degree.

15. ROBBERY is the taking of personal property of another from his person or immediate presence accomplished by force or putting one in fear and with intent to steal.

16. AGGRAVATED ROBBERY (IN OHIO): No person, in attempting or committing a theft offense, or in fleeing immediately after such attempt or offense shall do either of the following: (1) Have a deadly weapon or (2) inflict, or attempt to inflict, serious physical harm on another. Aggravated robbery is a felony of the first degree.

17. ROBBERY (IN OHIO): No person, in attempting or committing a theft offense, or in fleeing immediately after such attempt or offense, shall use or threaten the immediate use of force against another. Robbery is a felony of the second degree.

18. ARSON is the willful and malicious burning of the dwelling house of another.

19. AGGRAVATED ARSON (IN OHIO): No person by means of fire or explosion shall knowingly: (1) create a substantial risk of physical harm to any person (mental illness that would require hospitalization or psychiatric treatment; a substantial risk of death; permanent incapacity; temporary but substantial incapacity; permanent disfigurement; temporary but substantial disfigurement; substantial suffering; prolonged pain); (2) cause physical harm to any occupied structure (any measurable loss to property; loss to its value or interferes with use and enjoyment).

Aggravated arson is a felony of the first degree.

20. ARSON (IN OHIO): No person, by means of fire or explosion, shall knowingly: (1) cause, or create, a substantial risk of physical harm to any property of another without his consent; (2) cause, or create, a substantial risk of physical harm to any property of himself or another with the intent to defraud; (3) cause, or create, a substantial risk of physical harm to the statehouse, courthouse, school building, or other structure owned by the state or government agency and used for public purposes.

Violation of (1) with an amount of $150 or more is a felony of the fourth degree; of (1) with an amount of less than $150 is a misdemeanor of the first degree; of (2) is a felony of the fourth degree; of (3) is a felony of the third degree.

APPENDIX B

SKIT

JUST A LITTLE SPIN*

Cast:

Eddie
Frankie
Linda
Mrs. Mason
Miss Caswell
Police Officer

The same set is used throughout the whole play although there are three different scenes to indicate time lapses. Students should read the parts.

Scene I (5:00 p.m.)

(Frankie and Linda are walking down the street and bump into Eddie sitting on a stoop)

Frankie: Hi Eddie! What's happening?

Eddie: Nothing much.

Frankie: That game tonight should be really good.

Eddie: Ah, watching basketball, what a waste.

Linda: But there's going to be a good dance after the game.

Eddie: Are you kidding? How could a dance be good with all those teachers walking all over the place. It's bad enough to have to have to put up with them from 9:00 to 3:00.

Frankie: So then where are you going tonight?

Eddie: No definite place. That's what makes it so groovy.

Linda: Makes what so groovy?

Eddie: (He giggles) Ha Linda! You're too innocent to be hearing about those kind of things.

Frankie: Look Eddie, if it's such a big secret, don't tell us, but you don't have to be a wise guy about it.

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*The following story is used with the author's permission and originally appeared in Citizenship, Crime and The Law by R.L. Braun, Criminal Division, U.S. Department of Justice, Washington, D.C.

Eddie: Frankie baby (He stands) it's no secret. It's just something a little different and I don't want it spread all over the place.

Linda: Tell us, we won't tell anybody.

Eddie: You better not tell nobody. If anyone finds out I'll know where it came from. Let's just say I'm taking a little spin.

Linda: You mean you're going for a car ride?

Eddie: Yeah.

Frankie: Who's driving you?

Eddie: (Giggling) I'm driving myself.

Linda: Eddie! You don't even have a license.

Eddie: So what, I know how to drive.

Linda: You may know how to drive a car Eddie, but it's against the law to drive without a license.

Eddie: Laws, laws, you know what laws are good for? They bug people.

Linda: Whose car are you driving?

Eddie: Somebody's

Frankie: What's his name?

Eddie: Heh, what am I, on a witness stand here? Knock it off with all the questions.

(Mrs. Mason enters building)

Mrs. Mason: Come on up Frankie, I want you home for supper.

Frankie: O.K. Ma. I'll be right up.

Linda: Hello, Mrs. Mason

Mrs. Mason: Hello, Linda.

Frankie: Listen Linda, I'll meet you right here at eight. Take it easy Eddie. (He goes in)

Eddie: Yeah, so long Frankie.

Linda: Come on Eddie, tell me some more about this car?

Eddie: I said it all. There ain't nothing more. I'm just going for a little spin in a machine.

Linda: What machine?

Eddie: That swift little ragtop across the street.

Linda: You're kidding. Is it really yours?

Eddie: Let's just say that I'm borrowing it for a couple of hours.

Linda: I don't believe you.

Eddie: You don't hah? (He pulls keys out of his pocket and dangles them in front of Linda's face)

Linda: Where did you get those?

Eddie: (Giggles) Nothing to it. I just walked over and pulled them out of the ignition.

Linda: But you can't do that, Eddie.

Eddie: Who says I can't.

Linda: Because it's wrong.

Eddie: Sure it's wrong. It's wrong for someone to leave their keys in the ignition.

Linda: Yeah, but that doesn't mean that you're allowed to walk over and take those keys. Two wrongs don't make a right.

Eddie: You know Linda, it's about time you got back in the groove.

Linda: Why, because I don't think it's right to go steal a car?

Eddie: That's just what it's all about, Linda. I ain't planning to rob any car. I figure on using it a bit. Just around the block a couple of times. Look, before long I'll be trying for my license, so why not get a little practice.

Linda: What are you going to do if the cops catch you?

Eddie: No fuzz is gonna nab me. Look Linda, why don't you break out of your shell and just freak out for once.

Linda: What do you mean?

Eddie: I'll tell you what I mean. You're doing things my grandmother would find a drag. Like that basketball game.

Linda: So what about the basketball game?

Eddie: It just don't make it. It ain't original.

Linda: So what's so original about driving a car around the block?

Eddie: Have you ever done it?

Linda: Sure, I've been in my uncle's car lots of times.

Eddie: I'm not talking about that, stupid. I mean did you ever get in a set of wheels and just go where you wanted to go without anyone breathing down your neck and telling you what to do and where to drive.

Linda: So, I will someday.

Eddie: Why wait?

Linda: Eddie, if you think I'm going with you in that car you're crazy.

Eddie: O.K., O.K., go to your dopey basketball game with that square Frankie and see if I care. You know, I think you're afraid to have a good time.

Linda: I am not! I'm supposed to meet Frankie here at eight.

Eddie: Just a little spin, Linda, we'll be back long before then.

Linda: I don't know (she hesitates)

Eddie: I'm tired of standing here begging. If you don't want to go, say so, but don't waste my time.

Linda: All right, I'll go. But just for a little spin.

Eddie: Now that sounds more like the real Linda. O.K. Listen, I'll walk over and pull it out. You go stand on the corner and wait for me. As soon as I drive up, jump in. I want to get the car off the block as fast as I can.

(Eddie walks off stage left and Linda walks off stage right)

Blackout

Scene II (8:00 p.m.)

(Frankie is sitting on his porch waiting for Linda when his mother comes out to sweep the sidewalk)

Mrs. Mason: Are you still here? I thought you said you were going to the game?

Frankie: I am. I'm waiting for Linda.

Mrs. Mason: She should be here in a little while.

Frankie: Well I hope she hurries up. The game starts in fifteen minutes.

(Running nervously from stage left a woman asks Mrs. Mason)

Miss Caswell: Can you tell me where the nearest phone booth is?

Mrs. Mason: Sure, right there on the next corner. What's the matter, don't you feel well?

Miss Caswell: No, it's nothing like that. My car was stolen.

Mrs. Mason: Oh no! In this neighborhood?

Miss Caswell: Yes, it was parked right across the street.

Mrs. Mason: That's awful. You can use my phone right inside to call the police if you like.

Miss Caswell: Thank you very much.

(Mrs. Mason shows woman inside) (Mrs. Mason comes out and continues sweeping)

Mrs. Mason: That's really something. Right across the street.

Frankie: Yeah! What kind of car was it?

Mrs. Mason: I think she said it was a convertible.

(The woman comes out of the house)

Mrs. Mason: What did the police say?

Miss Caswell: They said they'll send someone over right away.

Mrs. Mason: Can I fix you a cup of coffee or something while you're waiting? It'll calm you down.

Miss Caswell: No thank you. I'm all right. It's just that I'm so mad at myself for leaving my keys in the ignition.

Mrs. Mason: That's a good invitation for car thieves.

Miss Caswell: I know. It was so stupid.

Mrs. Mason: But are you sure this is the right street?

Miss Caswell: I'm positive. My sister lives on the next block. Either the thieves get caught and are sent to jail or-------

(Just then a police officer enters)

Policeman: Who is Miss Caswell?

Miss Caswell: That's me officer.

Policeman: (He pulls a pad out of his pocket) Where exactly was your was your car parked?

Miss Caswell: Right across the street. (She points) Where that red car is now.

Policeman: Do you have your license and registration?

Miss Caswell: Yes, right here. (She takes license and registration out of her handbag and he transcribes facts from license and registration onto his pad)

Policeman: What time did you park your car there?

Miss Caswell: Some time this afternoon. About four o'clock.

Policeman: When did you find it missing?

Miss Caswell: Just now. About fifteen minutes ago.

Policeman: I see. Did you leave any valuables in the car, like clothing, suitcases?

Miss Caswell: No, but I think I left my car keys in the ignition.

Policeman: That wasn't a smart thing to do.

Miss Caswell: But I'm always very careful. It's just that I had the birthday cake in my hands and I was in a big hurry.

Policeman: Well, I guess the thief was in a bigger hurry.

Mrs. Mason: Why should anyone want to do something like that?

Policeman: There must be 102 different reasons.

Miss Caswell: Do you think I'll get my car back, officer?

Policeman: We'll do the best we can, ma'am.

(Policeman returns registration and license to Miss Caswell)

Policeman: Just a few more questions, ma'am.

Miss Caswell: Sure.

Policeman: Were there any people around here when you parked your car?

Miss Caswell: Gee, I don't think so. (to Mrs. Mason) You were here, weren't you?

Mrs. Mason: Only for a few minutes. But my son was sitting on the stoop here with some friends.

(Frankie gets up and slowly walks off stage right)

Frankie: Ma, I'm going to the game. Tell Linda I couldn't wait any more.

Policeman: Is that your son who was here?

Mrs. Mason: Yes, that's my Frankie.

Policeman: Just a minute, Frankie. (Frankie turns and reluctantly returns to the policeman and the two ladies)

Frankie: Yes, officer.

Policeman: Did you see anyone around a white convertible across the street?

Frankie: NNNNoo, I didn't.

Policeman: Now about your friends? Did they see anyone?

Mrs. Mason: Don't be fresh, Frankie.

Policeman: Now look son, a stolen car is something very serious. People's lives may be at stake, now if you know anything at all about that car, I want to hear it.

Frankie: But I left when my mother called me. I didn't see anything. I only heard about Eddie's idea when ---- (He stops short) Let me go, I'm late for the game.

Policeman: What idea?

Frankie: I don't want to get Eddie in trouble.

Policeman: Tell me everything you know or there really will be trouble.

Frankie: But I don't know that much. I only know that Eddie had this idea about taking a car for a ride.

Mrs. Mason: And you didn't say anything!

Frankie: I told him he was nuts. I swear I did.

Policeman: Then what?

Frankie: I left to go up and eat.

Policeman: What's Eddie's last name.

Frankie: Randall.

Policeman: He goes to the same school as you?

Frankie: Yeah!

Policeman: You know where he lives?

Frankie: Yeah. He lives with his stepmother on Burgess Street next to the candy store.

Policeman: All right, we'll take a walk over there.

Frankie: I guess I'll have to forget about the game. Ma, if Linda comes, tell her I had to go someplace important and that I'll call her tomorrow.

Mrs. Mason: Sure Frankie.

Miss Caswell: Do you want me to go along officer?

Policeman: No, call us later tonight. We may have some lead then.

(Policeman leaves with Frankie)

Blackout

Scene III (11:00 p.m. the same night)

(Policeman is comforting Mrs. Mason)

Policeman: Pull yourself together Mrs. Mason. There's not too much we can do now.

Mrs. Mason: I knew it. I just knew it.

Policeman: (looks stage right) Here he comes. I think it's best that you tell him.

(Frankie returns)

Frankie: Ma, what's the matter?

Mrs. Mason: That car. That stolen car.

Frankie: (Grabs his mother) Tell me what happened.

Mrs. Mason: It smashed up.

Frankie: Was Eddie hurt?

Mrs. Mason: Frankie, my baby, you don't understand.

Frankie: (Shakes his mother) What is it? Tell me.

Mrs. Mason: Linda was with him

Frankie: What!!

Mrs. Mason: She was killed.

Frankie: Please say you're lying.

Mrs. Mason: Frankie, I wish I could.

Frankie: It's all my fault.

Mrs. Mason: No it's not.

Frankie: Yes it is. I left her with Eddie. I just knew he'd talk her into going with him.

Policeman: Take it easy son. It's not your fault.

Frankie: Leave me alone will ya.

Policeman: Now just cool down

Frankie: My girl's dead. Can't anyone at least tell me how it happened.

Policeman: (Raises his voice authoritatively) If you calm down I'll tell you.

(Policeman motions to Mrs. Mason to go on in . . . Frankie goes over and sits on stoop, holding his head in his hands)

Policeman: The two of them were spotted driving along the expressway. When our squad car directed the driver to pull over, he disregarded the order and hit the accelerator. We chased him to the Branch Avenue exit. We had him clocked in at over a hundred. That's when it happened.

Frankie: (Mumbles) That stupid jerk.

Policeman: He jumped the ramp. The car rolled over and smashed into the abutment. It took two hours to pull him free. The girl was killed instantly. They rushed him to Memorial Hospital. He's in the security ward . . . pretty bad shape too.

Frankie: What's gonna happen now?

Policeman: Well, he's under arrest on several charges. Driving without a license, speeding, reckless driving and then the ones that hurt.

Frankie: What ones?

Policeman: The two felonies. Grand larceny and vehicular homicide. That can send him up for ten years.

Frankie: You know it's funny, but I really don't feel sorry for him. He was always trying to prove himself.

Policeman: I guess he really proved himself this time.

Frankie: Why did he have to take my girl too.

Policeman: Well kid, he'll have to live with that question for the rest of his life.

Frankie: Yeah, I guess so. All he did was take the car for a little spin.

Policeman: Yeah son. That's all it takes to kill yourself or your friends.

(Frankie turns and walks in and the officer walks off)

Blackout

End of the Skit

SKIT

WHO CARES*

This skit centers around the activities of Police Officer Sherman Hawkeye, it commences with Hawkeye walking across the stage (the front of the classroom). The other characters are self-explanatory. It is suggested that no props be used and that students fill all the parts by reading them.

Scene I

As Hawkeye walks across the stage, he is stopped by a woman.

Woman: Officer, Officer, help me! I have just been robbed.

Hawkeye: Very well lady. Tell me what happened and describe the man who robbed you.

Woman: I was just walking down the street here when a man stepped out of the shadow, hit me and knocked me down. He grabbed my purse and ran off that way. (The Woman points to her right, down the street).

Hawkeye: What did he look like?

Woman: He was about 5 feet, 7 inches tall, slight build, had a white shirt with black pants, and looked as though he needed a shave. I would say he was about 25 years old.

Hawkeye: Right, lady. I'll report the crime to headquarters and I'll keep my eyes open for that man. Headquarters will put out an all-points alert for him. (Hands the lady a piece of paper). Now, please fill out this report with your name, address, phone number, and a short description of what happened.

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*The following story is used with the author's permission and originally appeared in Citizenship, Crime and The Law by R.L. Braun, Criminal Division, U.S. Department of Justice, Washington, D.C.

Woman: I don't see why I have to do all that. Why don't you just catch the man.

Hawkeye: But, lady, this will help us catch him.

Woman: If you officers would work more and spend less time telling us what to do, you'd catch more criminals. It certainly is a bother to fill out this report.

Scene II

One block further down the street - Hawkeye enters from the right and meets a man coming the other way.

Hawkeye: Excuse me, sir. I'm looking for a man about 25 years old, five feet 7 inches tall, wearing a white shirt and black pants. He was reported headed this way. Have you seen him?

Man: No, I haven't seen him. Do you suppose I spend all my time just looking for people?

Hawkeye: This man is reported to have robbed a woman just a block away. If you see him, please call the police.

Man: I don't see why I should help you. That's what we hire police for. Go find him yourself.

Man exits to the right. As he does, two boys enter from the left and walk towards Hawkeye.

Hawkeye: Say, fellows. I'm looking for a man about 25 years old, 5 feet, 7 inches tall, with black pants and a white shirt. Have you seen him?

First boy: Well, Tom, the fuz wants our help. What do you know about that?

Second boy: (Tom): Yea, isn't that something? Sure, officer, we seen him. He was just taking off in a helicopter down the street. Had money sticking out of all his pockets.

(Officer continues past boys who stand snickering. Hawkeye exits to left. A minute later a man with white shirt and black pants runs toward boys, followed by Hawkeye.)

Hawkeye shouts at boys: Stop that man, stop that man! He's a robber.

Boys stand still and laugh. As Hawkeye goes past, first boy says:

We're afraid of him, officer. Besides, what have you ever done for us? (end of scene II)

Scene III

Next day, same street, first boy is being threatened by third boy who is older and bigger. The older boy is holding up his fist while he grabs the first boy with his other hand. Officer Hawkeye enters from right.

First boy shouts to Hawkeye: Help, officer, help!

Hawkeye, as he comes towards boys: Here, what's going on?

Third boy: This punk thinks he's fresh. He called me a dirty name.

End of scene.

At this point the class should discuss what action Hawkeye should take, and what they think he will do. They should also discuss to what extent Hawkeye is likely to be influenced by the prior conduct of the woman who reported the crime, the first man he met and the boys who refused to help him the day before.

The End.

Unfinished Stories

What Should Don Do?*

Don was delighted with his new job. He had just been hired by the manager of Smith Auto Repair and he was looking forward to a chance to learn a lot about automobiles. Besides he was working as helper to a fellow who was supposed to be a good young mechanic and who seemed to be a lot of fun. His name was Pete.

The first day on the job Pete, who didn't look more than 19 himself, filled Don with stories of what fun it is to drive some of the fancier new models, and how he had just put four carburetors on his own sport car. But then suddenly Don was confused and surprised. Pete had just received the car of Mrs. Smithson, a lady who lived nearby, for a motor tuneup. He parked the car in the garage, took the key and gave it to Don saying, "Here's a quarter. Run over and get a duplicate of this key and bring it back right away." Bewildered, Don asked why. "Never mind, kid," said Pete, "you'll learn later on."

Don had been there when Mrs. Smithson drove in and she didn't say a word about a new key. Why would Pete want one? Don could think only of one answer and it scared him.

As he walked out of the repair garage, Don was wondering what to do. What if he reported the matter to the manager of the store, and it turned out that Pete had a legitimate need for the keys. Or what if his plans were not lawful? Would Pete beat him up if he told? Yet it certainly wasn't right to have a duplicate key made for a car that didn't belong to Pete. And Don might even be charged as an accessory if he got the duplicate key for Pete and Pete did steal the car.

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What should Don do?

What Should Ann Do?*

As she left for the party Ann was excited and thrilled. She was going with Bill, a fellow whom she had liked and admired and who was two years older than she. He was already in high school and seemed to be quite popular.

When they got to the party, nearly everyone there was older than Ann but they seemed to be lots of fun and they were all very friendly. Several of them were smoking and two or three apparently had alcoholic drinks in their glasses. They offered cigarettes and drinks to Ann but didn't seem to mind when she refused them.

Then suddenly one of the boys pulled out a special looking cigarette. He lit it, took a puff, gave it to Bill and said, "Let's take a quick trip." Bill also took a puff from the cigarette and handed it to Ann. When she said she didn't smoke, Bill said, "Don't worry. You'll like it."

Ann didn't know what to do. Everybody there seemed to be having fun and seemed to be so friendly. If she refused to be one of the party, they might stop being so nice to her and Bill probably wouldn't ask her out again. But what if that cigarette contained pot? Suddenly she became flustered and panicked. She grabbed her purse, ran for the door, and ran home. All the way home she kept thinking, "What should I do?" Should she discuss the matter with her parents, with her teacher? Should she forget it, or should she apologize to Bill for being such a baby?

What should Ann do?

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Unfinished Stories

What Should Peggy Do?*

"It's a secret!"

Peggy could see Joan waving at her from across the school yard. She smiled to herself. Joan was so crazy. She was always thinking up silly things to do, and everyone liked her - and loved her secrets!

Once Joan had hidden a live chicken in her desk. Another time she had passed around rubber cookies that looked like real ones. So when she called out that she had another secret, Peggy hurried over.

"Promise you won't tell," demanded Joan.

"Oh yes, I promise I won't tell," said Peggy.

"Okay." Joan leaned over and cupped her hands to Peggy's ear. "Dick Everly found the principal's car keys and has them in his pocket."

Peggy's mouth dropped open.

"He's going to give them to him, isn't he?"

"Of course not. That will be half the fun, watching him hunt for them. We're going to stay here after school and see what happens."

The school bell rang as Peggy opened her mouth to answer. As the girls ran toward the building, Joan said, "Remember, you promised."

All through social studies, Peggy wondered about those keys. Maybe Dick would change his mind. Maybe when it came time to go home he'd give the keys to the principal.

When the last bell rang, Peggy went out to where Joan was waiting.

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Pretty soon Dick and some other boys came running over. Peggy could tell from the look on Dick's face that he still had the keys. She felt uncomfortable.

A few minutes later Mr. Sears, the principal, came outside. He started walking slowly around the building, looking in the grass and peering down under his car. Joan and Dick and the boys were laughing themselves sick, but Peggy was strangely silent.

This wasn't funny at all. How would the principal get home? What if he had an important appointment? Peggy was worried.

But she had promised not to tell. What should Peggy do?

What Should Carl Do?*

Before school, Don led Carl around the building to the side door - the one that was always locked. Two other boys were there, acting as though something very mysterious were going on.

"What's up?" Carl asked.

"Shh, look!" Don reached out to the door knob, turned it, and the door opened. "See, the lock is broken. Wouldn't the principal have fits if he knew?"

"We discovered it yesterday and came over last night," confided one of the other boys. "Man, did we have fun! We went through every room in the school, and Don even sat in the principal's chair. Was he a riot!"

Carl laughed as he imagined Don, with his wild red hair and his bright green shirt, sitting pompously at the desk where the gray-haired, gray-suited principal usually sat. But then he said, "Gee, shouldn't someone tell the janitor about the broken lock? Somebody else might get in and take things."

Don frowned. "You going to tattle? What do you think we'll do, burn the place down?"

"No, I don't suppose you guys would do any harm, but what if somebody else found out about it - robbers, maybe, or even escaped prisoners."

"No one's going to find out about it unless you go squealing and spoil everything," Don said. "I wish we'd never told you." Don turned his back to the door and started to whistle nonchalantly as a couple of teachers came around the building.

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In geography class, Carl stared at the map of Australia without really seeing it. Nobody had ever thought he was a tattletale before, and he had often felt disgusted with kids who went running to the teachers about everything instead of working out problems for themselves.

Somehow this seemed different, though. There wasn't anything Carl could do about it by himself. Don and the other boys probably wouldn't destroy school property on purpose while they were inside, but what if they fooled with something like a projector and had an accident? Or what if somebody bad from outside the school got in through the side door?

If something were broken or stolen, Carl would feel guilty because he hadn't told anyone. He didn't want to get the other fellows in trouble or spoil their fun - he didn't want to be a squealer - but he didn't want to keep on worrying, either. What should Carl do?

Unfinished Stories

What Should Gary Do?*

Janice and Gary looked at the dittoed sheets Miss Robinson had handed them before the buzzer called her to the office. They had both been out of school the week before with the flu. On Monday, their first day back, Miss Robinson had told them that they had missed an arithmetic test and a grammar test while they were absent and that they would have to take make-up tests after school on Wednesday and Friday - arithmetic on Wednesday, she said, and grammar rules on Friday.

Now it was after school on Wednesday, and Janice and Gary were alone with the first test.

Suddenly Janice gasped, "Look, Gary, this is a grammar test! She said it would be arithmetic today."

"I know she did. I can't answer half of these crazy questions."

"It's a dirty trick," Janice groaned.

"I'll be lucky to get a D on this," Gary said. "This means I'll miss out on the dollar my grandmother sends me when I get an A."

The children worked for a while. The Janice said, "I've got the grammar book. Let's use it."

"Do you mean cheat?" said Gary.

"Well, it isn't really cheating, because she said we wouldn't have this grammar test for two days."

Gary knew that Janice was wrong, and his hand shook, but he copied the answers from the text, right along with her.

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When they heard Miss Robinson coming down the hall, Janice flicked the book closed.

"Lay your papers on my desk," the teacher said. Janice turned hers in and stood waiting for Gary.

"Just one minute more," begged Gary. He looked at his answers, all right answers, he knew. But there were not two ways about it - copying was cheating. If his grandmother sent him a dollar for an A he got by cheating, it would be just plain stealing to take it.

Instead of putting his test on top of Janice's Gary tore it up and dropped the pieces in the wastebasket. "Miss Robinson, I'll have to take an F. I cheated."

Miss Robinson said nothing. Gary left the room and Janice followed him. As soon as the door was closed, Janice really lit into Gary. She said that Miss Robinson was bound to be suspicious of her answers because of what Gary had done. She told him that she would tell the other kids Gary was just a scarey baby, and not to have anything to do with him.

Gary worried all night. He knew that the other children always paid a lot of attention to what Janice wanted. Should he try to tell them his side of the story? Should he talk it over with the teacher? Would the best thing be just to keep quiet?

What should Gary do?